DOCUMENT RESUME

ED 151 658 CG 012 255

AUTHOR Russell, C. Neil; And Others
TITLE Post-Secondary Plans, Aspirations and Profile Characteristics of Grade Twelve Students in Manitoba, 1976-1977.
INSTITUTION Manitoba Post-Secondary Research Reference Committee.
PUB DATE Jun 77
NOTE 115p.; For related document see CG 012 254

EDRS PRICE MF-$0.83 HC-$6.01 Plus Postage.
DESCRIPTORS *Aspiration; *Career Choice; *Decision Making; *High School Students; Individual Characteristics; *Post Secondary Education; Profile Evaluation; Socioeconomic Influences; Statistical Studies
IDENTIFIERS *Manitoba

ABSTRACT

Research into the area of assessment of post-secondary demand by Manitoba high school students began in 1971, when a sudden drop in the increase rate of post-secondary enrollment was observed. This report is one of a series that has been published based on the high school demand studies. Earlier reports were largely statistical in nature, and presented profile information on Manitoba high school students for each of the years 1971-72 and 1975-76. This report provides more comprehensive information on the plans and profile characteristics of the 1976-77 twelfth grade students. It is presented in a more descriptive manner than the previous one, so as to be easily accessible to teachers and administrators. Chapters include: (1) summary and highlights of findings; (2) methodology; (3) background statistics; (4) plans for the future; (5) influences on decisions; (6) educational aspirations; and (7) regional analysis. (Author/BP)

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ED151658

June, 1977

Post-Secondary Plans, Aspirations and Profile Characteristics of Grade Twelve Students in Manitoba 1976-77

By C. Neil Russell, Barry J. Warrack, A. F. Kobie, and Oliver Lo

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The Manitoba Post-Secondary Research Reference Committee

The Post-Secondary Research Reference Committee is an organization responsible for identifying information needs of common concern to the post-secondary education sector and for planning and implementing research projects.

The PSRRC is a joint research committee with representation from each of the Universities and Community Colleges in the Province, the Universities Grants Commission, the Department of Continuing Education and Manpower, the Department of Education, and other related organizations.

The Universities Grants Commission and the Department of Continuing Education and Manpower fund the activities of the committee.

The PSRRC's mandate is to provide strategic information to support planning and analysis at both the institutional and systems level and to ensure compatibility of research projects with planning activities of the constituent members on the committee.

In this respect, the main objectives of the committee are:

(i) to study the need for post-secondary education.

(ii) to enquire into the nature of constraints which tend to divert students from continuing education and to develop information regarding their characteristics.

(iii) to develop other information requested by the sponsoring agencies or post-secondary sector organizations.

The committee also co-ordinates and facilitates the collection and exchange of information on post-secondary education.

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POST-SECONDARY PLANS AND ASPIRATIONS OF GRADE XII STUDENTS IN MANITOBA 1976-77

A Project of

The Manitoba Post-Secondary Research Reference Committee

by

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ACKNOWLEDGEMENTS

The contribution and co-operation of superindendents, principals and guidance counsellors at participating secondary schools made it possible to carry out this project. Also, the students must be thanked for their co-operation in filling out the survey forms.

Dr. T.S. Major and M.D. Beckman, Faculty of Administrative Studies, University of Manitoba for their guidance in carrying out the PDEM project.

J.E. Nykoluk, Dr. B.B. Hoffman and F.R. Kleiman of the Post-Secondary Research Reference Committee who reviewed the report and provided valuable suggestions.

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INTRODUCTION

Research into the areas of assessment of post-secondary demand by Manitoba high school students began in 1971 with a province-wide survey of Grade XII students and the development of PDEM-I, Post-Secondary Demand and Enrollment Model, I. This was a joint research project undertaken by the Post-Secondary Research Reference Committee (PSRRC), a cooperative body comprised of representatives from the three universities, the three community colleges, the Universities Grants Commission and the Department of Colleges and Universities and Education. The PDEM-I research continued in 1972 and 1973 with further surveys of Grade XII students. Emphasis of the research was on providing information on students' preferences for post-secondary education that would assist Manitoba universities and community colleges to improve their enrollment planning.

The success of PDEM-I, the requirements of the Province for a longer range planning beyond the one year picture presented by the PDEM-I and the need to develop information on actual (or perceived) barriers to post-secondary education in the province resulted in the development of a more comprehensive model, PDEM-II. The first effort of PDEM-II surveyed over 6,000 Grade X, XI and XII French and English students in over 90 high schools in all parts of the province during the months of December, 1975 and January, 1976. The main objective of PDEM-II is to assess the future post-secondary needs of high school students for three years forward. The second year's effort of PDEM-II took place in September, 1976 and surveyed approximately 4,000 Grade X, XI and XII students. The research provides information

on students' career plans, post-secondary education plans, barriers to post-secondary studies, factors influencing students' choices of career education and financial aid needs. It is important to note that the report deals with plans of students and not actual outcomes. The validation of these plans with outcomes will be undertaken at a later time. Information from the project has been made available to institutions and agencies in the post-secondary field to support the planning requirements designed to help meet the higher education needs of Manitobans.

This report is one of a series of reports that have been published based on the high school demand studies. Earlier reports presented profile information on Manitoba high school students for each of the years 1971-72 to 1975-76. In addition, other reports such as a comparative analysis of the data base and a regional analysis of the data base are to be prepared.

The purpose of the present report is to provide more comprehensive information on the plans and profile characteristics of the 1976-77 Grade XII students in a descriptive manner for such audiences as teachers and administrators of the Manitoba educational system.

Ben Hoffman, Ph.D.

J. E. Nykoluk

Co-Chairmen
Post-Secondary Research Reference Committee

CHAPTER I

SUMMARY AND HIGHLIGHTS OF FINDINGS

1.1 Sample Size and Selection

Fifty-five secondary schools in the geocode regions were randomly selected for the 1976-77 PDEM-II survey. The questionnaire was administered to 1,990 Grade XII students (13.8% of the target population) in September, 1976. With a return of 1,491 completed questionnaires, the response rate in this survey was 74.9%.

1.2 Student Decision Groups

Student decision groups were delineated according to (1) students' stated intentions concerning post-secondary plans in the next Fall (1977) (2) their first and second choices of institutions and programs and (3) their plans for post-secondary education. The categories in this study were:

(a) "going university" group - students who qualified and wanted to attend university;

(b) "going community college" group - students who wanted to enroll in a community college;

(c) "going impacted" group - students wishing to continue their education but whose plans were impacted by financial situation, academic performances and other considerations;

(d) "undecided" group - students who at the time of the survey had no definite plans regarding post-secondary education;

(e) "not going" group - students who either did not qualify for or did not want to enter post-secondary education.

1.3 Plans of Grade XII Students

(1) About 50% of the students planned to enter into post-secondary education.

(2) 25% of the students indicated that they would get a full-time job.

(3) 23% expected to get a part-time job.

1.4 Planned Date of Entry into Post-Secondary Education and Study Plan

(1) 59% of the post-secondary bound students planned to enter in September, 1977.

(2) Another 23% indicated September, 1978 as the planned date of entry into post-secondary education.

(3) 67% of the post-secondary stream indicated that they would study full-time.

1.5 Pure Demand for Post-Secondary Education

(1) The University of Manitoba had the greatest demand (49.4%) as a first choice institution.

(2) Red River Community College had the second largest share, with 35%.

(3) The demand for the University of Winnipeg as a second choice institution increased to 19.2% (compared to 20% for both the University of Manitoba and Red River Community College).

1.6 Reasons for Delaying Entry into Post-Secondary Education

(1) The major reasons given included (a) the need for time to think (b) the desire for work experience (c) family/ personal reasons and (d) the desire to travel.

1.7 Financial Status

(1) Major Sources of finance for the first year of post-secondary education were summer employment, room and board at home, personal savings and government student aid.

(2) About 90% of the "going university" group and 82% of the "going community college" group was certain or very certain of financing the first year of post-secondary education. The percentage for the "going impacted" and "undecided" groups were 63% and 43% respectively. While 17% of the "undecided" group was not certain at all, less than 10% in the other groups so indicated.

(3) The majority of students in all decision groups (55% to 67%) indicated that they knew a few things about the Manitoba Student Aid program. However, the percentages of students who knew nothing about the program were 28% for the "going" groups, and about 40% for the "undecided" and "not going" groups.

(4) The "going impacted" and "undecided" groups had a greater need for financial assistance from the Student Aid program than the "going university" group.

(5) The proportion of students intending to apply for Student Aid ranged from 65% ("going university" group) to 76% ("going impacted" group).

1.8 Influence of People, School Activities and Circumstances

(1) Parents had the greatest influence on all groups.

(2) "College/university student I know" was more important to the "going" and "going impacted" groups than to the "undecided" and "not going" groups. However, the latter groups indicated that "employer(s) I have met" had a major influence on their post-secondary decisions.

(3) Preparation for and information about continuing education were important school activities to the "going" group, whereas preparation for immediate employment and someone's assistance in finding employment had the greatest influence on the "not going" and "going impacted" groups.

(4) All groups indicated "knowledge of good employment opportunities" and "social life" as important circumstances influencing their decision making. To the "going university" and "going community college" groups "reputation of the institution" was also important.

1.9 Family Background

(1) Generally speaking, the higher the parents' level of education, the more likely the student is to enter post-secondary education. Thus, 56% of the "going university" students' parents had a Grade XII education or higher, whereas the percentage for the "not going" group was only 18%.

(2) 66% of the "going university" group and 53% of the "going community college" group reported a family income of $14,000 and over. The percentage for the other groups was 45%.

1.10 Attitudes Towards Post-Secondary Education

(1) The majority of students in the "going university" and "going community college" groups reported that education beyond high school is (a) necessary to get a good permanent job and (b) important for the sake of learning and self-fulfillment. Significantly less students in the other groups so indicated.

1.11 Educational Aspirations

(1) The findings show significant differences in the educational aspirations among the student decision groups. 95% of the "going university" students expected to obtain a post-secondary or higher degree, compared to 66% of the "going community college" group, 61% of the "going impacted" group, 27% of the "undecided" and 17% for the "not going" groups.

1.12 Highlights of Regional Analysis

(1) Winnipeg had the highest percentage of "going university" students, while the Interlake and Parklands had the largest proportion of "going community college" students.

(2) Winnipeg was the principal source of students for the University of Manitoba, the University of Winnipeg and Red River Community College. 42% of the students indicating Brandon University as their first choice were from the Southwest, and 80% of the students choosing St. Boniface College were from the Southeast. In regard to Assiniboine Community College, the majority of the students were from the Southwest and Parklands. As for Keewatin Community

College, Parklands and the North were the main sources of students.

(3) Parents had the greatest influence on students' post-secondary decision in all regions.

(4) "Well prepared for continuing education" and "well prepared with skills for immediate employment" were important to students in most regions except the North and North Central.

(5) Most regions had similar responses as regards the influence of circumstances. The North was the only exception.

(6) Father's level of education was highest in Winnipeg, and lowest in the Southeast, South Central, Parklands and the North.

(7) Winnipeg had the largest proportion of students with a parental income of $20,000 and up.

(8) The major sources of finance for the first year of post-secondary education were similar in all regions.

(9) The Parklands, South Central and Southeast regions had the largest proportion of students who needed financial aid for continuing education.

THE GRADE 12 CLASS OF 1977: PROFILE OF CHARACTERISTICS TO OUTCOMES

Profile Characteristics	OUTCOMES				
	Going University Group	Going Community College Group	Going Impacted Group	Not Going Group	Undecided
Highest Level of Education Expected to Complete	-college or university degree (58%) -post-graduate degree (37%)	-college or university degree (60%) -some college or university (20%)	-college or university degree (50%) -some college or university (20%)	-high school graduate (60%) -college or university degree (13%)	-some college or university (35%) -high school graduate (24%)
Influence of Individuals	-parents -college/university student	-parents -college/university student	-parents -friends	-parents -friends	-parents -friends
Influence of Circumstances	-knowledge of good employment opportunity -reputation of institution	-knowledge of good employment opportunity -reputation of institution	-knowledge of good employment opportunity -social life	-knowledge of good employment opportunity -opportunity to live away from home	-social life -opportunity to live away from home
Influence of High School Activities	-well prepared for continuing education -received information re: opportunities for continuing education	-well prepared for continuing education -received information re: opportunities for continuing education	-well prepared for continuing education -received information re: opportunities for continuing education	-prepared with skills for immediate employment -someone expressed personal interest in my plans	-prepared with skills for immediate employment -well prepared for continuing education
Academic Standing	A to B	B+ to C+	B+ to C+	B+ to C	B+ to C+
Father's Education	-56% have Grade 12 or more education	-32% have Grade 12 or more education	-33% have Grade 12 or more education	-18% have Grade 12 or more education	-27% have Grade 12 or more education
Parent's Income	-single largest group- $20,000+ (33%) -50% earned $16,000+	-single largest group- $20,000+ (23%) -38% earned $16,000 +	-single largest group- $20,000 + (21%) -32% earned $16,000 +	-single largest group- $20,000 + (22%) -31% earned $16,000 +	-single largest group- $20,000 + (22%) -32% earned $16,000+
Certainty of Financing First Year	-Very Certain	-Very Certain	-Certain	-N/A	-Somewhat certain
Sources of Financial Support	-summer employment -board & room at home	-summer employment -room & board at home -personal savings -government student aid	-summer employment -government student aid -room & board at home	-N/A	-summer employment -personal savings
Necessity of Education Beyond High School for a good job	-absolutely necessary	-absolutely necessary	-absolutely necessary	-quite unnecessary	-necessary
Importance of Education Beyond High School in achieving self-fulfillment	-extremely important	-extremely important	-extremely important	-quite unimportant	-important

CHAPTER II

METHODOLOGY

2.1 Sample Size and Selection

The total population of Grade XII students in Manitoba numbered 14,409 in September, 1976.* 1,990 students (13.8% of the target population) were sampled for the survey, and 1,491 completed questionnaires were returned. This represents a 74.9% response rate.

The target population of schools for the 1976-77 PDEM-II survey was comprised of all public and private schools in Manitoba having enrollments in Grades X, XI and XII. Sampling the schools for the survey involved the following considerations: (a) population distribution by geocode region (b) participation rate of schools in post-secondary education, and (c) special agency requirements. In all, 55 schools were selected at random from the geocode regions. The list of schools and their respective geocode regions appears in Appendix A.

2.2 Questionnaire Development

The survey questionnaire was developed by a working group consisting of a number of members of the post-Secondary Research Reference Committee. It was based, with minor modifications, on the questionnaire used in the 1975-76 PDEM-II survey. As in the previous survey instrument, special emphasis was placed on (a)

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* This is only an estimate of the Grade XII student population. The actual enrollment statistics were not available at the time of writing.

the longitudinal aspects of the PDEM-II (i.e. surveying Grade X and Grade XI in addition to the Grade XII sample), (b) the increased interest in the students' actual or perceived barriers to post-secondary education, and (c) the desire to simulate effects of various impacting factors on the student's decision. Those questions which had been proven essential to the forecasting model were retained.

2.3 Survey Techniques

During the fall of 1976, school superintendents were informed of the survey and were requested to cooperate with the PDEM-II team in contacting school principals in the divisions where schools had been selected for the survey. After agreement had been reached the background, objectives and methodology of research were explained to the school principals whose assistance in conducting the survey was solicited.

Grades X, XI and XII class lists were supplied by the schools. The survey sample for each school was then drawn from the list which was subsequently returned to the schools.

The process of administering the survey was done by two different methods. Schools immediately within the City of Winnipeg, those within easy driving distance of the city and also schools in large rural centres - viz. Brandon, Portage la Prairie - were visited by the survey team which administered the questionnaire in large group sessions. Mail packages consisting of the

questionnaires along with taped and written instructions for the students and school personnel were sent to the schools in the other areas. The survey was administered by the school personnel.

2.4 Data Analysis

The analysis of data was carried out according to the following procedure. The returned questionnaires were first examined for completeness and data purity. The responses were then coded under supervision and checked by the supervisor. The coded information was keypunched on computer cards and subsequently verified. Basic computer files were created and processed. Selected combinations of variables in the form of multi-dimensional arrays and basic statistics were calculated for each sub-population. In the analysis new sub-populations were derived from the data base according to the logic and direction of the research. Through the application of statistical and operational research techniques quantitative conclusions were drawn in successive steps.

CHAPTER III

BACKGROUND STATISTICS

The background statistics of the Grade XII students in the survey sample are described in this section.

3.1 Analysis of Grade XII Respondents

3.1.1 Respondents by Sex

Table 1 shows that the distribution of respondents by sex is 46.7% male and 53% female with 0.3% not stated.

TABLE 1

Grade XII Respondents by Sex

Sex	Number	%
Male	696	46.7
Female	790	53.0
Not Stated	5	0.3
TOTAL	1,491	100.0

3.1.2 Respondents by Region Surveyed

The Winnipeg/non-Winnipeg split in the survey sample is 39.8% Winnipeg and 60.2% non-Winnipeg students.

TABLE 2

Respondents by Winnipeg/non-Winnipeg Region

N=1454

Region	Number	%
Winnipeg	579	39.8
Non-Winnipeg	875	60.2
TOTAL	1,454	100.0

3.1.3 Age Distribution

The age distribution of Grade XII respondents is summarized in Table 3. 71.2% were 17 years of age, 17.5% were 16 years or younger, and about 10% were 18 years or older.

TABLE 3

Age Distribution

N=1483

Age	%
16 and under	17.5
17	71.2
18	8.8
19 and older	2.5

3.1.4 Brothers and Sisters

Table 4 indicates that 20.3% of the survey sample had 1 or less siblings, 46% had either 2 or 3. 23.7% had 4 or more brothers and sisters.

TABLE 4

Number of Brothers and Sisters

N=1491

Number	%
1 or less	20.3
2	21.6
3	24.4
4	12.7
5	7.6
6 or more	3.4

3.1.5 Preferred Language of Instruction

As can be expected, the overwhelming majority of the survey sample (92.6%) indicated English as their preferred language of instruction. By contrast, only 1% preferred French, while 6.4% indicated both English and French.

TABLE 5

Preferred Major Language of Instruction

N=1313

Preferred Language	%
English	92.6
French	1.0
Both	6.4

3.1.6 Post-Secondary Decision Groups

As can be seen from Table 6, the "going impacted" and "undecided" groups together comprised about 60% of the survey sample. 18% planned to go to university, 7% to the community colleges, and 10% were not going on to post-secondary education.

TABLE 6

Distribution by Post-Secondary Decision

Decision	Number	%
Going University	250	18.3
Going Community College	94	6.9
Going Impacted	444	32.5
Undecided	399	29.2
Not Going	143	10.4
Other	37	2.7

3.2 Parents' Level of Education

3.2.1 Father's Level of Education

Significant differences in the father's level of education can be discerned from a comparison of the student decision groups (Table 7). 26% of the "going university" group reported that their fathers held either a college/university degree or a post-graduate degree, whereas less than 10% of the fathers in the other groups had the same level of education. The highest percentage of high school graduates (17.7%) is also found among the "going university" group, followed closely by the "going community college" group (14.3%). Conversely, while 44%

of the fathers in the "going university" group had not completed high school education, the corresponding statistics were 68% for the "going community college", 67% for the "going impacted", 73% for the "undecided" and 82% for the "not going" groups.

TABLE 7

Father's Highest Level of Education

Father's Level of Education	Student Decision Group				
	Going University	Going Community College	Undecided	Going Impacted	Not Going
Grade VIII or less	19.3%	31.9%	44.1%	36.0%	50.0%
Some High School	24.9	36.2	29.0	31.2	31.7
High School Graduate	17.3	14.3	11.2	9.8	9.2
Tech/Voc School above High School level	6.0	7.7	3.2	7.3	0.7
Some College or University	5.2	2.2	4.4	5.5	1.4
College or University Degree	17.7	4.4	4.7	5.5	4.2
Post-Graduate Degree	8.4	3.3	3.1	3.2	2.1
Other	1.2	-	0.3	1.5	0.7

3.2.2 Mother's Level of Education

Table 8 shows that of all the student decision groups the "going university" group reported not only the largest proportion of mothers with college/university or post-graduate degrees (18%) and high school graduates (20%), but also the lowest percentage with some high school (27%) or Grade VIII or less (13%). The reverse is true of the "not going" group which had the largest proportion of mothers who had not completed high school (70.5%) but the smallest percentage with

college/university or post-graduate degrees (4.9%). Details of the percentage distribution of mother's level of education by student decision group is listed in Table 8.

TABLE 8

Mother's Highest Level of Education

Mother's Level of Education	Student Decision Group				
	Going University	Going Community College	Undecided	Going Impacted	Not Going
Grade VIII or less	13.2%	20.9%	26.4%	20.7%	30.3%
Some High School	27.2	46.1	36.1	37.7	40.2
High School Graduate	20.0	13.2	18.9	15.9	14.8
Tech/Voc School above High School level	10.0	4.4	4.6	6.6	4.9
Some College or University	10.4	7.7	6.1	8.0	3.5
College or University Degree	14.0	4.4	5.6	7.3	4.2
Post-graduate Degree	4.0	2.2	1.3	1.8	0.7
Other	1.2	1.1	1.0	2.0	0.7

3.3 Family Income

It can be seen from Table 9 that according to the students' estimates over 20% of the students in all groups came from families with an annual income of $20,000 or more. However, a closer examination reveals that both the "going university" and the "going community college" groups had a larger proportion of students with a family income of $14,000 and over, the percentage being 65.6% and 52.8%

respectively. In comparison, the percentage in the same income bracket was 45% for the "undecided", 46% for the "going impacted" and 44% for the "not going" groups.

TABLE 9

Students' Estimates of Parental Annual Income

Income Level ($)	Student Decision Group				
	Going University	Going Community College	Undecided	Going Impacted	Not Going
Under 4,000	1.3%	6.7%	4.7%	4.9%	4.8%
4,000 - 5,999	0.9	4.0	6.1	4.4	8.8
6,000 - 7,999	4.4	5.4	5.5	6.8	4.8
8,000 - 9,999	5.3	4.0	10.5	9.1	9.6
10,000 - 11,999	10.6	6.8	14.6	17.5	16.8
12,000 - 13,999	11.9	20.3	13.7	10.9	11.2
14,000 - 15,999	15.5	14.9	12.8	14.1	12.8
16,000 - 19,999	17.3	14.9	10.5	11.5	8.8
20,000 and up	32.8	23.0	21.6	20.8	22.4

3.4 Academic Standing

3.4.1 Academic Standing this Year

In general, the "going" post-secondary groups reported a better academic standing this year than the "undecided" and "not going" groups. Thus, 79.6% of the "going university" and 68.8% of the "going community college" had B to A averages, while the percentage for the "not going" and "undecided" groups was 57% (Table 10).

TABLE 10

This Year's Academic Average

Academic Average	Student Decision Group				
	Going University	Going Community College	Undecided	Going Impacted	Not Going
A	29.4%	12.9%	9.7%	16.4%	8.5%
B+	25.7	20.4	16.3	18.7	18.3
B	24.5	35.5	30.6	29.7	30.3
C+	15.1	20.4	22.4	21.0	20.4
C	4.1	9.7	12.8	10.6	18.3
D	0.8	1.1	8.2	3.4	2.8
E	0.4	-	-	0.2	1.4

3.4.2 Academic Average Last Year

The distribution of last year's academic average by student decision group shows that 52.2% of the "going university" had a B+ to A average, 50% of the "going community college" group had B to B+ average, and about 50% of the other groups had C+ to B average (Table 11). Overall, the going post-secondary groups indicated a better academic average last year.

TABLE 11

Last Year's Academic Average

Academic Average	Student Decision Group				
	Going University	Going Community College	Undecided	Going Impacted	Not Going
A	32.3%	8.5%	8.8%	12.9%	10.6%
B+	20.2	17.0	13.6	18.5	12.7
B	21.4	33.0	25.3	28.7	30.3
C+	15.7	22.3	23.7	22.1	23.2
C	6.0	13.8	18.2	14.2	12.6
D	4.4	4.3	9.6	3.6	9.9
E	-	1.1	0.8	-	0.7

CHAPTER IV

PLANS FOR THE FUTURE

Students' post-secondary education plans and those of students not expecting to continue their education within the next five years will be discussed below. The following will also include an analysis of the distribution of post-secondary bound students by first choice institution and program.

4.1 Plans of 1976 Grade XII Students

4.1.1 Plans for the Next Year (1977-78)

Listed in Table 12 are the stated plans which the students had an 80% or greater probability of carrying out. About 50% of the students in Grade XII planned to go on to post-secondary education, 25% would get a full-time job, and 23% expected to get a part-time job. Note that as the responses are not mutually exclusive the percentage total exceeds 100%.

TABLE 12

Plans of 1976 Grade XII Students

Plans	Number	%
Enter post-secondary	751	50.8
Get a full-time job	377	25.3
Get a part-time job	344	23.1
Get job training	129	8.7
Get married	106	7.1
Travel extensively	104	7.0
Do voluntary work	31	2.1

NOTE: Only those students indicating 80% or greater possibility of carrying out their plans were included.

4.1.2 Intentions Regarding Continuing Education

The students' statements of their post-secondary plans for next year are summarized in Table 13. 27% of the sample were "undecided", about 30% indicated they would enter into post-secondary education if things work out, and 30% were definitely going on. Less than 10% stated that they would not continue their post-secondary education.

TABLE 13

Students' Stated Intentions Regarding Continuing Education

Statement	Number	%
Undecided	399	26.8
Going on if things work out	444	29.8
Definitely going on	448	30.0
Not going on	143	9.6
Not stated	57	3.8

4.2 Date of Entry into Post-Secondary Education

4.2.1 Students Delaying Education but Continuing Education in the Next Five Years

Over 70% of the students delaying their entry into post-secondary education indicated that there was a 60% or better chance of continuing education within the next five years. Only 1.6% stated that there was no chance of going on.

TABLE 14

Students' Delaying Education But
Continuing Education Within Next Five Years

N=374

Chance of Continuing	%
No Chance	1.6
20% chance	9.4
40% chance	18.5
60% chance	22.7
80% chance	28.3
100% chance	19.5

4.2.2 Planned Entry Date into Post-Secondary Education

Table 15 reveals that 59% of the students were planning to enter post-secondary education in September, 1977, and that another 7% would enter in January/February, 1978. Students indicating September, 1978, as the date of entry comprised 23.5% of the post-secondary stream.

TABLE 15

Planned Date of Entry into Post-Secondary Education

Date of Entry	Number	%
September 1977	764	59.3
January/February 1978	92	7.1
September 1978	303	23.5
1979	81	6.3
1980	32	2.5
1981	6	0.4
1982	11	0.9

4.3 Full-Time/Part-Time Study Plans of Those Entering Post-Secondary Education

67% of the students entering post-secondary education planned to study full-time, 25% were undecided about their study plans and less than 10% would study part-time either during the day or in the evening and on Saturday.

TABLE 16

Full-Time/Part-Time Study Plans of Students Entering Post-Secondary Education

Plan	Number	%
Full-time	877	67.0
Part-time (day)	75	5.7
Part-time (evening & Saturday)	30	2.3
Undecided	327	25.0

4.4 Pure Demand for Post-Secondary Education

4.4.1 First Choice Institution

Shown in Table 17 is the detailed breakdown of the pure demand for the universities and the community colleges. In general, the demand for the universities varied from 39% to 49% of the survey population, while the community colleges took up from 28% to 35% of the share. As a first choice institution, the University of Manitoba had the greatest demand of all (49.4%), and Red River Community College's 35% was the second largest share. The demand for the University of Winnipeg and Brandon was about 4%, while St. Boniface College had about 1%.

For second choice institution, the 20.9% demand for the University of Manitoba was still the highest percentage, followed closely by 19.6%

for Red River Community College. The demand for the University of Winnipeg, however, rose to 19.2%. For the third choice institution, Brandon University and "other institutions" outside Manitoba showed the greatest increase in demand. The percentage of students indicating these two (Brandon and others) as their third choice institutions were 12% and 34% respectively.

TABLE 17

Grade XII Pure Demand for Post-Secondary Education

Institution	First Choice	Second Choice	Third Choice
University of Manitoba	39.3%	20.9%	14.0%
University of Winnipeg	4.9	19.2	12.6
Brandon University	4.3	7.2	12.0
St. Boniface College	0.9	0.6	-
Universities Total	49.4 (509)	47.9 (281)	38.6 (104)
Red River Community College	31.1	19.6	19.0
Assiniboine Comm. College	3.3	7.2	5.0
Keewatin Comm. College	0.6	0.8	3.8
Community Colleges Total	35.0 (360)	27.6 (162)	27.8 (75)
Others in Manitoba	5.3	7.4	9.4
Others outside Manitoba	10.1	17.2	24.4
Others Total	15.4 (161)	24.6 (143)	33.8 (91)
Total	100.0 (1030)	100.0 (586)	100.0 (270)

4.4.2 First Choice Program

The distribution of first choice program at Red River Community College is shown in Table 18. Electrical/Electronic Technology was the most popular choice (12.5%) among the two-year diploma courses, followed by courses in Business Administration (8.5%), Civil Technology (6.7%), Secretarial Science (6.6%) and Child Care Services (6%). As regards the one-year certificate programs, the more popular choices were Auto/Diesel Trades (9.2%), Business Group (7.6%) and courses in the Health Sciences (6.8%).

As in Red River Community College, the two-year diploma courses in Business were also a popular first choice program at Assiniboine Community College (13.7%). Among the one-year certificate courses as ACC, Mechanical (22.3%), Social Services (21.7%) and Consumer Services (10.9%) were the most frequently indicated first choices,(Table 19).

At Keewatin Community College (Table 20), courses in the Skilled Trades (25.5%), Health Services (23.4%), Business and Applied Arts (23.4%) and Mineral Science Technology (17%) were the more popular first choice programs.

The distribution of first choice program at the University of Manitoba is shown in Table 21. Arts and Science, each with a 22% share, were the most frequently selected programs. Education (9.1%), Administrative Studies (8.9%), Physical Education (7.5%) and Engineering (7.3%) were the other more popular first choices.

Arts (44.2%) was the most popular first choice at the University of Winnipeg, followed by Education (34.6%) and Science (21.2%).

The distribution in Table 23 reveals that Arts, Science, Education and Music were the more frequently indicated first choices at Brandon University. The percentages are shown in Table 23.

TABLE 1°

First Choice Program at First Choice Institutions
Red River Community College

(N=337)

Program *	%
A. Two Year Diploma	
Applied Arts Group	3.0
Business Administration Group	8.5
Chemical Technology	2.7
Electrical/Electronic Technology	12.5
Child Care Services	6.0
Civil Technology	6.7
Mechanical Technology	1.2
Computer Analyst Programmer	2.9
Diploma Nursing	3.7
Secretarial Science	6.6
Teacher Education	2.5
B. One Year or Less Certificate Requiring Grade XII	
Applied Arts Group	0.7
Health Sciences	6.8
Power Engineer	1.3

Table 18...continued

Requiring Grade XI	
Aircraft Maintenance	0.2
Applied Arts Group	2.0
Business Group	7.6
Drafting	1.9
Electrical/Electronic	1.5
Requiring Grade X	
Applied Arts Group	4.4
Auto/Diesel Trades	9.2
Construction Trades	3.5
Electrical Trades	0.4
Health LPN Services	0.9
Business Group	2.1
Metal Trades	1.4
Industrial Electrical	1.0
Industrial Electronic	0.5

* Program in terms of course groupings.

TABLE 19

First Choice Program at First Choice Institutions
at Assiniboine Community College

(N=54)

Program*	%
A. Two Year Diploma	
Business Group	13.7
Electronic Technology Group	4.0
B. One Year or Less Certificate	
Requiring Grade XII	
Social Services	21.7
Requiring Grade XI	
Drafting Group	1.1
Electronic Technical	2.3
Requiring Grade X	
Licensed Practical Nursing	5.7
Stenography	6.9
Business Group	9.7
Consumer Services	10.9
Construction and Drafting	1.7
Electrical	7.1
Mechanical	22.3

* Program in terms of course groupings.

TABLE 20

First Choice Program at First Choice Institutions
at Keewatin Community College

(N=38)

Program*	%
A. Two Year Diploma	
Mineral Science Technology	17.0
B. One Year or Less Certificate	
Requiring Grade XII	
Mineral Science Technician	1.0
Requiring Grade XI	
Business Group	10.6
Skilled Trades Group	1.0
Requiring Grade X	
Business and Applied Arts Group	23.4
Health Services	23.4
Skilled Trades	25.5

* Program in terms of course groupings.

TABLE 21

First Choice Program at First Choice Institution

University of Manitoba

Program	Number	%
Administrative Studies	37	8.9
Agriculture	22	5.2
Architecture	13	3.0
Arts	97	22.5
Dental Hygiene	4	1.1
Education	38	9.1
Engineering	31	7.3
Fine Arts	6	1.4
Home Economics	11	2.6
Medical Rehabilitation	11	2.6
Music	25	6.0
Nursing	15	3.6
Physical Education	30	7.5
Science	98	22.7
Total	438	100.0

TABLE 22

First Choice Program at First Choice Institution

University of Winnipeg

Program	Number	%
Arts	23	44.2
Education	18	34.6
Science	11	21.2
Total	52	100.0

TABLE 23

First Choice Program at First Choice Institution

Brandon University

Program	Number	%
Agriculture	2	3.7
Arts	18	33.3
Education	10	18.5
General Studies	4	7.4
Music	7	13.0
Science	13	24.1
Total	54	100.0

4.4.3 Stability of Institutional Choice

The stability of post-secondary institutional choice (i.e. same type of institution for both first and second choice) is summarised in Table 24. Close to 60% of the "going university" group indicated the same type of institution as their second choice while 24% chose community college. For the "going community college" group, the stability of choice was 46.7%, while 44% chose the university. The "Other Manitoba" group has the lowest stability. Only 35% chose the same type, whereas the proportion indicating the university and community college as the second choice was 32% and 25% respectively. While the stability of choice was 54% for the "outside Manitoba" group, 30% chose the university.

TABLE 24

Stability of Post-Secondary Institutional Choice

(same type of institution for both first and second choice)

First Choice Institution	Second Choice Institution			
	University	Community College	Other Manitoba	Outside Manitoba
University	57.6%	24.4%	2.6%	15.4%
Community College	43.9	46.7	3.8	5.7
Other Manitoba	32.5	25.0	35.0	7.5
Outside Manitoba	30.4	12.5	2.7	54.4

CHAPTER V

INFLUENCES ON DECISIONS

This section will discuss the major influences on the student's decision making process. Examined in the following are: financing of post-secondary education, awareness of student aid programs, influences of people, school activities and circumstances on the students' plans, the impacting factors on the student's decision making process, the reasons for delaying or not continuing post-secondary education and the reasons for choosing a particular institution or program.

5.1 Major Sources and Plans of Financing the First Year of Post-Secondary Education

The major sources of financing the first year of post-secondary education for the "going university", "going community college", "going impacted" and "undecided" groups are shown in Table 25. Summer employment was an important source for the largest proportion of students in all groups. Room and board at home was equally important to the "going university" group (44%), followed by personal savings (24.4%). For the "going community college" group, about 28% indicated room and board at home, personal savings and government student aid as major sources of finances. Proportionately more students in the "going community college"and "going impacted" groups indicated government student aid as a major source.

TABLE 25

Major Sources of Finance for First Year of Post-Secondary Education

Major Sources	Going University	Going Community College	Going Impacted	Undecided
Summer employment	44.6%	44.7%	45.5%	34.6%
Room and board at home	44.0	27.7	28.2	18.3
Personal savings	24.4	27.7	26.4	24.6
Government student aid	16.4	27.7	28.6	17.0
Part-time job during academic year	12.4	17.0	23.9	18.8
Other monetary aid from relatives or friends	16.8	18.1	14.9	10.0
Other scholarships, grants	9.2	10.6	11.7	8.0
Full-time job during academic year	1.2	5.3	7.2	8.0

5.1.2 Plans for Financing First Year

Table 26 summarizes the amount of money the students expected to obtain from various sources to finance his first year of post-secondary education. In the $100 or less category, the important sources included room and board at home, other monetary aid from family and scholarships and grants. For all other financial brackets over $100, personal savings, part-time job, summer employment and government aid were important sources. Scholarships and grants were important up to $400, but the importance declines beyond that amount. On the other hand, summer employment and personal savings became the most important sources from which the students expected to finance $700 or more.

TABLE 26

Plans for Financing First Year of Education

Sources	Amount				
	$100 or less	$101-400	$401-700	$700 or more	Question does not apply
Personal Savings	20.9%	26.1%	18.0%	27.5%	7.5%
Room & Board at home	29.7	10.2	7.4	10.1	42.5
Other monetary aid from family	27.8	9.8	5.9	9.1	47.4
Government student aid	11.3	20.6	17.0	17.1	34.0
Other Scholarships, grants	21.7	15.3	8.5	6.1	48.5
Summer employment	4.8	21.9	28.6	36.7	7.8
Part-time job during academic year	11.4	25.7	18.6	18.7	25.5
Full-time job during academic year	8.6	2.2	4.2	8.5	76.5

5.2 Student Aid

5.2.1 Student Aid Awareness

Table 27 shows that about 28% of the "going university" and "going community college" groups stated that they knew nothing about the Manitoba government student aid program. The percentage was higher for the "undecided" and "not going" groups (37% and 40% respectively). Over 60% of the students in the "going university", "going community college" and "going impacted" groups and about 55% of the "undecided" and "not going" groups knew a few things about the program, but less than 40% in all groups had a good understanding of student aid.

TABLE 27

Awareness of Student Aid Program

Awareness of Student Aid Program	Student Decision Group				
	Going University	Going Community College	Going Impacted	Undecided	Not Going
I have a good understanding of the program	4.0%	8.7%	8.2%	5.5%	5.0%
I know a few things about the program	67.2	63.0	64.6	57.2	55.0
I know nothing about student aid	28.8	28.3	27.2	37.3	40.0

5.2.2 Degree of Need for Student Aid

Comparison among the groups reveals some differences in the degree of need for financial assistance from the Manitoba Student Aid program. The "going university" group had the largest proportion of students who could definitely make it or could probably make it without Student Aid (62%), followed by the "going community college" group (52%). On the other hand, while 30% of the "undecided", "going impacted" and "not going" groups stated that they could probably make it without Student Aid, about 40% did not know whether or not they would need financial assistance. However, for all groups less than 8% indicated that they definitely needed student aid to continue post-secondary education.

TABLE 28

Degree of Need for Financial Aid From
Manitoba Student Aid Program

Dependence on Student Aid	Student Decision Group				
	Going University	Going Community College	Undecided	Going Impacted	Not Going
Definitely could make it without Student Aid	19.3%	18.6%	11.0%	9.4%	17.8%
Probably could make it through without aid	42.9	33.7	30.6	30.0	31.1
Do not know whether I could make it or not without Student Aid	26.9	27.9	41.5	38.3	40.0
Probably could not make it through without Aid	8.4	14.0	10.3	15.2	11.1
Definitely could not make it through without Aid	2.5	5.8	6.6	7.1	-

5.2.3 Eligibility for Student Aid

Table 29 shows that over 60% of the students in all the decision groups did not know whether or not they would be eligible for Student Aid assistance. The percentage stating that they were eligible ranged from 14% ("not going") to 31% ("going impacted").

TABLE 29

Awareness of Eligibility for Student Aid

Eligible for Student Aid	Student Decision Group				
	Going University	Going Community College	Going Impacted	Undecided	Not Going
Yes	22.3%	25.0%	31.6%	21.4%	13.8%
No	10.6	14.1	6.8	12.8	21.0
Do not Know	67.1	60.9	61.6	65.8	65.2

5.2.4 Intentions to Apply for Student Aid

The majority (64% of the "going university" and "going community college" groups and over 70% of the "going impacted" and "undecided" groups) of students indicated that they would definitely apply for Student Aid or would probably do so. Of those students stating they would not apply for student aid the percentage was highest among the "going university" and "going community college" groups. (Table 30)

TABLE 30

Intention to Apply for Student Aid

Intention	Going University N = (235)	Going Community College (86)	Going Impacted (417)	Undecided (299)
Will definitely apply	22.1%	24.4%	27.8%	18.7%
Will probably apply	42.6	40.7	48.4	54.2
Will not apply	35.3	34.9	23.8	27.1

5.2.5 Certainty of Financing First Year of Continuing Education

Table 31 shows that about 90% of the "going university" and 80% of the "going community college" groups were either certain or very certain about financing the first year of continuing education. The percentage was lower for the "going impacted" group (63%) and lower still for the "undecided" group (43%). Conversely, the proportion indicating that they were not certain at all was 17.5% for the "undecided" group, compared with 13% for the "going university" and 4.6% for the "going community college" groups.

TABLE 31

Certainty of Financing First Year of Continuing Education

Certainty	Going University N=(231)	Going Community College N=(86)	Going Impacted N=(417)	Undecided N=(291)
Very Certain	51.5%	47.7%	24.4%	17.9%
Certain	40.3	34.9	38.4	25.1
Somewhat Certain	6.9	12.8	30.0	39.5
Not Certain at all	1.3	4.6	7.2	17.5

5.3 Influences on the Student's Post-Secondary Decision

5.3.1 Influence of People

The influence of people varies among the student decision groups. In general, however, the largest proportion of students in all groups indicated that "parents" had an important influence on their post-secondary decision. "College/university student I know" was more

important to the "going university", "going community college" and "going impacted" groups than to the "undecided" and "not going" groups. With minor differences in the rank ordering among the groups, "friends" and "other relatives" also had some influence. "Employer(s) I have met" were important only to the "undecided" and "not going" groups.

5.3.2 Influence of High School Activities

Differences in the influence of high school activities on the student decision groups are evident in Table 33. Ranked first and second in importance among the "going university", "going community college" and "going impacted" groups were "feel well prepared for continuing education" and "received information about continuing education opportunities". While these two activities were also important (ranked second and third respectively) to the "undecided" group, the activity which had the greatest influence for this group and the "not going" group was "preparation with skills for obtaining immediate employment". All told, the major difference was that preparation for and information about continuing education were school activities that were important to the "going" and "impacted" groups, whereas preparation for immediate employment and someone's assistance in finding employment had the greatest influence on the "not going" group.

5.3.3 Influence of Circumstances

It is evident from Table 34 that there were considerable variations in the influence of circumstances on the student decision groups. With the exception of the "undecided" group, "knowledge of good employment opportunities" was ranked the most important circumstance among the

groups. Ranked second among both the "undecided" and "not going" groups was "opportunity to live away from home", while for these two groups "social life" was also important. "Reputation of the institution" ranked second among the "going" groups, followed by "social life". For the "undecided" group, "opportunity to live away from home" and "knowledge of good employment opportunity" were important circumstances.

TABLE 32

Influence of People on Students' Post-Secondary Decision

People	Going University		Going Community College		Undecided		Going Impacted		Not Going	
	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank
Parents	68.8	1	62.8	1	57.1	1	61.7	1	51.1	1
College/University student I know	28.8	2	29.8	2	15.8	5	22.5	3	11.2	5
Friends	18.4	3	24.5	4	33.3	2	23.4	2	25.9	2
Other Relatives	18.4	3	25.5	3	17.1	4	20.6	4	15.4	4
Counsellor	16.8	5	17.0	7	10.6	7	12.4	7	7.7	7
High School Teacher	16.4	6	22.3	5	13.6	6	19.2	5	9.1	6
Employer(s) I Have Met	13.6	7	18.1	6	18.4	3	15.5	6	25.9	2
College/University Representative	10.4	8	13.8	8	5.1	8	7.2	8	2.8	9
Religious Leader	4.4	9	5.3	9	4.6	9	3.7	9	5.6	8

NOTE: Only those responses indicating a significant or stronger influence were used.

TABLE 33

Influence of High School Activities on Students' Post-Secondary Decision

High School Activities	Going University		Going Community College		Undecided		Going Impacted		Not Going	
	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank
Feel Well Prepared for Continuing Education	81.2	1	68.1	1	27.3	2	50.8	1	15.4	4
Received Information About Continuing Education Opportunities	41.6	2	50.5	2	18.4	3	34.3	2	10.6	5
Participation in Activities having Future Usefulness	30.8	3	10.9	7	11.4	6	20.1	5	9.2	6
Someone Expressed Personal Interest in my Plans	28.7	4	31.9	3	16.2	4	26.2	3	21.8	2
Personal Contact with Higher Education Representative	21.1	5	17.0	5	6.6	7	15.2	6	1.4	8
Feel Prepared with Skills for obtaining Immediate Employment	17.7	6	26.9	4	27.6	1	21.3	4	43.0	1
Counselling Service	13.3	7	14.8	6	6.6	7	8.6	7	2.2	7
Someone Assisted Me in Finding Employment	5.6	8	9.7	8	12.2	5	6.1	8	15.5	3

TABLE 34

Influence of Circumstances on Students' Post-Secondary Decision

Circumstances	Going University		Going Community College		Undecided		Going Impacted		Not Going	
	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank
Knowledge of Good Employment Opportunity	41.0	1	53.8	1	31.7	3	34.7	1	38.7	1
Reputation of the Institution	35.5	2	39.8	2	17.9	6	29.9	4	14.4	7
Present State of Employment/Unemployment	25.6	3	21.5	6	25.4	5	25.1	5	23.2	4
Social Life	25.4	4	37.6	3	35.5	1	31.8	2	31.7	3
New Life Style Desired	24.5	5	35.6	4	27.3	4	31.7	3	20.2	5
Athletic or Recreational Program	19.7	6	10.8	7	14.6	7	14.8	7	19.0	6
Opportunity to Live Away from Home	16.7	7	28.9	5	33.9	2	24.5	6	32.1	2
Religious Relationship	4.5	8	2.2	8	7.6	8	5.3	8	7.2	8

NOTE: Only those responses indicating a significant or stronger influence were used.

5.4 Reasons for Delaying Entry into Post-Secondary Education

Table 35 shows that the stated reasons for delaying education included "need time to think", "wanted work experience", "family/personal reasons" and the "desire to travel".

TABLE 35

Reasons for Delaying Education

N=266

Reason	%
Other (not specified)	38.0
Need time to think	18.4
Wanted work experience	15.8
Family/personal reasons	12.0
Wanted to travel	11.6
Not accepted this year	2.3
Low marks	1.1
Got married	0.8

5.5 Post-Secondary Counselling

5.5.1 Adequacy of Career Counselling

About 45% of the "going" and "going impacted" groups indicated that post-secondary career counselling was adequate or very adequate in their school. For the "undecided" and "not going" groups, the percentage was slightly lower (about 36%). While very few students were unaware of counselling service or stated that the service was not available in their schools, about 32% of the "going" and "going impacted" groups and over 40% of the "undecided" and "not going" groups never asked for post-secondary career counselling.

TABLE 36

Students' Perception of the Adequacy of Career Counselling Concerning Post-secondary Education

Adequacy of Counselling	Decision Groups			
	Going N=(344)	Going Impacted (444)	Undecided (399)	Not Going (143)
Very adequate	10.9%	10.0%	7.1%	2.8%
Adequate	33.8	37.3	29.8	33.6
Very Inadequate	15.0	12.9	11.7	5.0
Never asked for it	32.4	30.5	42.7	47.9
Not aware of it	3.8	6.6	4.6	6.4
Not available in school	4.1	2.7	4.1	4.3

5.5.2 Adequacy of Educational Counselling

In regard to post-secondary educational counselling two major differences between the "going" and the "not going" groups can easily be discerned: (1) significantly more students in the "going" group (56%) indicated that educational counselling was adequate or very adequate, compared to the "not going" group's 33%; (2) however, while 53% of the latter group stated that they never asked for this service, only 27% of the "going" group so indicated.

TABLE 37

Students' Perception of the Adequacy of Educational Counselling Concerning Post-Secondary Education

Adequacy of Counselling	Decision Group			
	Going N=(344)	Going Impacted (444)	Undecided (399)	Not Going (143)
Very adequate	13.9%	7.7%	8.6%	3.6%
Adequate	42.2	40.4	33.1	29.3
Very inadequate	10.3	12.2	9.4	6.4
Never asked for it	26.5	30.9	40.7	52.8
Not aware of it	2.7	5.4	4.1	5.0
Not available in school	4.4	3.4	4.1	2.9

5.5.3 Adequacy of Financial Counselling

Table 38 shows considerable consistency among the groups' responses to the inquiry about the adequacy of financial counselling in school. About 12% in all groups were not aware of the service, and the percentage of students who never asked for financial counselling ranged from 41% to 59%. Some 34% of the "going" group indicated that the service was adequate or very adequate, but the percentage was lower for the "not going" group (20%).

TABLE 38

Students' Perception of the Adequacy of Financial Counselling Concerning Post-Secondary Education

Adequacy of Counselling	Decision Group			
	Going N=(344)	Going Impacted (444)	Undecided (399)	Not Going (143)
Very adequate	4.4%	1.8%	5.9%	1.4%
Adequate	19.2	21.9	17.8	14.3
Very inadequate	15.0	19.0	12.0	5.7
Never asked for it	41.6	40.5	48.5	59.3
Not aware of it	11.8	11.8	11.0	13.6
Not available in school	8.0	5.0	4.8	5.7

CHAPTER VI

EDUCATIONAL ASPIRATIONS

The students surveyed were asked questions about their educational aspirations. Following is an analysis of their responses.

6.1 Attitudes Towards Post-Secondary Education

The difference in the student's attitudes toward post-secondary education between the "going" and "not going" groups is exhibited in Table 39a. Over 70% of the "going" groups thought that education beyond high school is necessary to get a good job, and only 10% thought otherwise. The percentage distribution is reversed in the "not going" group with 22% agreeing that post-secondary education is necessary but 52% stating that it is not necessary. The percentage distribution of the "undecided" group (47% necessary, 27% not necessary) reflects, as do the "not going" and "going" groups, their respective post-secondary plans.

TABLE 39a

Attitudes Towards Post-Secondary Education

Student Decision Groups	Education beyond High School is necessary to get a good permanent job.	Education beyond High School is not necessary to get a good permanent job.
Going University	74.4%	10.7%
Going Community College	76.6	9.9
Going Impacted	64.7	14.5
Undecided	46.9	27.1
Not going	22.1	52.1

The distribution of responses in Table 39b is further evidence attesting to the different attitudes towards post-secondary education. Whereas the majority of the "going" groups considered education important for the sake of learning and achieving self-fulfillment, only 30% of the "not going" students agreed. However, the percentage stating education is not important was 47% for the "not going" group, and 7% to 17% for the "going" groups.

TABLE 39b

Attitudes Towards Post-Secondary Education

Student Decision Groups	Education beyond High School is important for the sake of learning itself and achieving self-fulfillment	Education beyond High School is not important for the sake of learning itself and achieving self-fulfillment
Going University	80.9%	7.5%
Going Community College	68.5	16.9
Going Impacted	67.7	13.1
Undecided	46.8	26.1
Not Going	29.4	47.1

6.2 Highest Level of Education

As can be expected, Table 40 shows that the "going university" group had the highest educational aspirations, followed by the "going community college" group. The majority (66%) of the "not going" group indicated the completion of high school as their highest level of education.

TABLE 40

Highest Level of Education Student Expects to Complete

Level of Education	Student Decision Group				
	Going University	Going Community College	Undecided	Going Impacted	Not Going
High School Graduate	- %	1.1%	24.0%	1.6%	66.2%
Tech/Voc School beyond High School level	-	12.2	11.1	9.6	3.8
Some College or University	3.6	20.0	35.0	25.9	12.3
College or University Degree	58.1	60.0	20.9	49.6	13.1
Post-Graduate Degree	37.1	5.6	7.2	11.7	3.8
Other	1.2	1.1	1.8	1.6	0.8

CHAPTER VII

REGIONAL ANALYSIS

The purpose of analyzing Grade XII students' responses by geocode region is to explore the differences in the attitude towards post-secondary education and the future plans among students in different parts of Manitoba. Examined in this section are the plans of students, post-secondary institutional choices, influences on the students' plans and background statistics.

7.1 Responses by Geocode

The distribution of the survey responses by geocode region is presented in Table 41. It may be noted that the selection of students in the various regions was done with due consideration to the representativeness of the sample, so that the responses would provide an adequate basis for regional analysis of various student characteristics.

TABLE 41

Grade XII Students by Geocode Region

Region	Number	% of Total Responses
Winnipeg	601	38.9
Southeast	170	11.0
North Central	30	1.9
South Central	188	12.2
Interlake	121	7.8
Southwest	173	11.2
Parklands	168	10.9
North	93	6.0
Total	1,544	100.0

7.2 Plans of Grade XII Students

The plans of Grade XII students by geocode region are summarized in Table 42. Many regional differences can be discerned. A brief analysis of the differences follows.

(a) "Go to Community College" - Overall, 19.5% of the students in the province planned to go to community college. In comparison, the Interlake and Parklands regions had the highest percentage (23%) of community college bound students while the South Central region's 10% was the lowest. The other regions recorded percentages close to the provincial total.

(b) "Go to University" - Winnipeg's 43.9% was the highest percentage among all the regions, followed by the North (29%) and Interlake (27.3%). The lowest percentages were found in the South Central and Parklands regions (17.5% and 16% respectively). The provincial total was 33.7%.

(c) "Get a Full-Time Job" - The proportion of students planning to get a full-time job in the Southeast and South Central regions (36%) as well as the Interlake and Parklands regions (32.2%) was higher than the provincial total (25.3%), whereas Winnipeg's 17.7% was the lowest among all regions.

(d) "Get a Part-Time Job" - Winnipeg's 31% was higher than the provincial total of 23%, while the South Central (14%) and the Interlake (16%) had the lowest percentage of students planning to get a part-time job.

(e) "Get Married" - With the exception of the North (16%), less than 10% of the students in all geocode regions planned to get married.

(f) "Get Job Training" - The only geocode region with a higher than provincial total (8.7%) percentage of students planning to get job training was the Southeast (10.6%).

7.3 Student Decision Groups

Examined by geocode region, the largest proportion of "going university" students were from Winnipeg (27%), followed by the North (15.7%) and the Interlake (14.8%) (Table 43).

The percentage of "going community college" students from the Interlake region (17.6%) was significantly higher than the percentage in the other regions and the provincial total (6.4%). The South Central region's 1.8% was the lowest.

The proportion of "going impacted" students in most of the geocode regions was close to the provincial total of 32.5%. The lowest percentage was in the Interlake region (25.9%), while the highest was in the South Central region (42%).

Compared with the provincial total of 29.2%, the North Central and North regions had the highest percentage of "undecided" students (46.4% and 38.6% respectively). Winnipeg and the Interlake had the lowest percentage of "not going" students, whereas the percentage in the Southeast, Parklands and the North was slightly higher than the provincial total of 10.4%.

TABLE 42

Plans of Grade XII Students by Geocode Region*

N=1491

Geocode Region	Plans							
	Go to Community College	Go to University	Get a Full-time Job	Get a Part-time Job	Continue in High School	Married	Get Job Training	Travel
Winnipeg	18.8%	43.9%	17.7%	31.2%	9.4%	7.5%	6.0%	9.5%
Southeast	18.9	22.4	35.9	20.0	3.5	5.3	10.6	6.4
North Central	16.7	26.6	23.3	20.0	10.0	3.3	6.6	10.0
South Central	10.1	17.5	35.6	14.4	5.9	8.0	7.4	8.0
Interlake	23.1	27.3	32.2	15.6	13.2	5.8	8.2	9.0
Southwest	18.5	26.1	27.2	20.8	6.3	2.9	5.8	10.4
Parklands	23.2	16.1	32.2	13.1	4.8	7.8	7.2	6.6
North	18.3	29.0	20.5	21.5	14.0	16.2	7.5	10.8
Province	19.5	33.7	25.3	23.1	8.3	7.1	8.7	7.0

* NOTE: Figures refer to the percentage of students indicating an 80% or greater probability of carrying out that plan.

TABLE 43

Student Decision Groups by Geocode Region

Geocode Region	Decision Groups				
	Going University	Going Community College	Going Impacted	Undecided	Not Going
Winnipeg	27.3%	6.6%	31.3%	26.6%	8.3%
Southeast	10.9	5.8	30.1	24.4	16.0
North Central	10.7	3.6	28.6	46.4	10.7
South Central	10.7	1.8	42.0	32.5	13.0
Interlake	14.8	17.6	25.9	34.3	7.4
Southwest	16.1	7.1	32.9	33.5	10.3
Parklands	9.9	9.3	33.8	32.5	14.6
North	15.7	3.6	27.7	38.6	14.5
Province	18.3	6.9	32.5	29.2	10.4
N=	(250)	(94)	(444)	(399)	(143)

7.4 Institutional Choices

7.4.1 First Choice Institutions by Geocode Region

Regional differences in first choice institutions are apparent from Table 44. The percentage of students indicating the University of Manitoba as the first choice institution in both Winnipeg and the Southeast (50.6% and 44% respectively) was higher than the provincial average of 39.3%. The North Central (21.8%) and Parklands (20.6%) regions, on the other hand, had the lowest percentages.

The percentage of students selecting Brandon University was especially high in the North Central (17.9%) and Southwest (19.7%) regions.

The Interlake, North Central and Parklands regions had a percentage of students higher-than-the-provincial-average who chose Red River Community College.

Compared with the provincial total of 3.3%, the Southwest and Parklands region had an over-concentration of students indicating Assiniboine Community College as their first choice.

As can be expected, the North (4.5%) had the largest proportion of students choosing Keewatin Community College.

The South Central was the only region where a significantly high percentage of students (19.9%) indicated other institutions in Manitoba as their first choice.

7.4.2 Distribution of First Choice Institution by Geocode Region

Table 45 shows that 52% of the students electing the University of Manitoba as their first choice institution were from Winnipeg. 75% of the students indicating the University of Winnipeg as their first choice, and 35% of those choosing Red River Community College were also from Winnipeg.

The main source of students for Brandon University was the Southwest (41.8%), while the Southeast was the main area of residence for 80% of those students indicating St. Boniface College as their first choice institution.

TABLE 44

First Choice Institution of Grade XII Students

by Geocode Region

Geocode Region	First Choice Institution								
	Univ. of Manitoba	Univ. of Winnipeg	Brandon University	St. Boniface College	Red River Community College	Assiniboine Community College	Keewatin Community College	Other Inst. in Manitoba	Other Inst. Outside Man.
Winnipeg	50.6%	6.7%	0.8%	- %	27.6%	0.2%	0.1%	2.8%	11.2%
Southeast	44.0	1.0	1.2	4.3	38.6	0.5	-	0.8	2.6
North Central	21.8	-	17.9	-	44.9	3.8	-	-	11.5
South Central	35.1	1.8	6.4	-	30.3	1.0	-	19.9	5.6
Interlake	29.4	1.6	3.6	-	48.7	1.3	-	6.2	6.1
Southwest	24.4	2.1	19.7	-	9.6	22.0	-	6.4	15.8
Parklands	20.6	1.0	9.1	-	43.4	13.7	2.9	2.9	6.4
North	37.4	2.0	9.6	0.5	25.5	3.5	4.5	-	17.2
Province	39.3	4.9	4.3	0.9	31.1	3.3	0.6	5.3	10.1

TABLE 45

Distribution of First Choice Institutions by Geocode Region

First Choice Institution	Geocode Region								
	Winnipeg	Southeast	North Central	South Central	Interlake	Southwest	Parklands	North	Province
University of Manitoba (N=474)	51.9%	12.1%	1.0%	9.9%	5.8%	7.8%	5.6%	5.8%	39.3%
University of Winnipeg (49)	75.0	2.5	-	7.5	2.5	7.5	2.5	2.5	4.9
Brandon University (61)	7.3	1.8	5.4	14.5	7.3	41.8	14.5	7.3	4.3
St. Boniface College (5)	-	80.0	-	-	-	-	-	20.0	0.9
Red River Community College (399)	35.4	14.2	2.6	14.2	10.9	4.1	14.4	4.1	31.1
Assiniboine Community College (64)	3.8	1.9	1.9	1.9	1.9	52.8	32.1	3.8	3.3
Keewatin Community College (11)	16.7	-	-	-	-	-	50.0	33.3	0.6
Other Institutions in Manitoba (55)	19.0	13.8	-	43.1	6.9	12.1	5.2	-	5.3
Other Institutions Outside Manitoba (136)	48.7	2.6	1.8	6.2	7.1	17.7	7.1	8.8	10.1

The largest share of students choosing Assiniboine Community College can be found in the Southwest (52.8%) and Parklands (32%).

Students indicating Keewatin Community College as their first choice were almost exclusively from the Parklands (50%) and the North (33.3%).

7.4.3 Second Choice Institution by Geocode Region

Students selecting the University of Manitoba as their second choice institution were mainly concentrated in the South Central, Interlake and Southwest regions (Table 46).

31% of the students in Winnipeg and 18.3% in the Interlake stated the University of Winnipeg as the second choice.

A higher than average percentage of students indicating Brandon University as their second choice can be found in the North Central (32%), the Southwest (20.3%)and the Southeast (17.5%).

The Southeast and the North were the only regions where students considered St. Boniface College as their second choice institution.

With the possible exceptions of the North and the North Central, all other regions had a fairly high percentage indicating Red River Community College as their second choice institution.

With respect to Assiniboine Community College as a second choice institution, an unusually high percentage can be found in the Parklands (32.4%) and North Central (20%) regions. The provincial total was only 6.8%.

The highest percentage of students indicating other institutions outside Manitoba as the second choice was in the North (35.9%), followed by Winnipeg (22.8%).

TABLE 46

Second Choice Institutions of Grade XII Students by Geocode Region

Geocode Region	Second Choice Institution								
	Univ. of Manitoba	Univ. of Winnipeg	Brandon University	St. Boniface College	Red River Community College	Assiniboine Community College	Keewatin Community College	Other Inst. in Manitoba	Other Inst. Outside Man.
Winnipeg	18.6%	30.9%	0.9%	- %	19.3%	1.6%	- %	6.0%	22.8%
Southeast	18.3	16.7	17.5	6.7	17.5	8.3	2.5	-	12.5
North Central	12.0	16.0	32.0	-	12.0	20.0	-	-	8.0
South Central	30.8	9.9	5.2	-	20.9	2.9	-	18.6	11.6
Interlake	35.7	13.3	0.8	-	16.7	6.3	3.2	12.7	6.3
Southwest	22.4	6.2	20.3	-	21.3	6.8	1.0	7.3	14.6
Parklands	14.4	2.2	7.2	-	28.1	32.4	0.7	10.1	5.0
North	19.1	13.5	7.9	7.9	11.2	3.4	1.1	-	35.9
Province	21.4	19.5	6.9	1.9	19.5	6.8	0.8	7.6	16.7

7.4.4 Distribution of Second Choice Institutions by Geocode Region

Table 47 shows that for the second choice institution, Winnipeg proved the largest source of students indicating the University of Manitoba as their first choice institution (36%), the University of Winnipeg (64%), Red River Community College (37%) and other institutions outside Manitoba (53%). For Brandon University, the students were predominantly from the Southwest (34%), Southeast (17%) and Parklands (15%).

St. Boniface College had an equal share of students from the Southeast and the North (50% from each region).

43% of the students choosing assiniboine Community College were from Parklands region. As regards Keewatin Community College, one-third of the share was from the Southeast.

7.5 Influences on Students' Plans

7.5.1 Influence of People

Parents had the greatest influence on students' post-secondary decision in all geocode regions. The influence of friends and College/university students was also important in most regions except the North. Details of the distribution by geocode region are shown in Table 48.

7.5.2 Influence of High School Activities

With some regional variations in magnitude, "well prepared for continuing education" stood out as the high school activity which had the greatest influence in all regions except the North and North Central. These two regions, along with the Southwest, also recorded a lower-than-average ranking for "well prepared with skills for immediate employment", an activity which was important among the other regions. "Information

about future education and training" was another activity with a significant influence on the students' decision. Again, the North as well as the Southeast had a percentage lower than the provincial average of 17% (Table 49).

7.5.3 Influence of Circumstances

It can be seen from Table 50 that the responses in most of the regions are similar. The North is exceptional in that the percentage of students indicating "the present state of the economy", "athletic or recreational programs", "social life" and "live by myself" as circumstances having a significant influence on their decision was lower than the provincial average. This and other regional differences are shown in Table 50.

TABLE 47

Distribution of Second Choice Institution by Geocode Region

Second Choice Institution	Geocode Region								
	Winnipeg	Southeast	North Central	South Central	Interlake	Southwest	Parklands	North	Province
University of Manitoba (N=174)	35.9%	6.1%	0.8%	17.6%	12.2%	17.6%	6.1%	3.8%	21.4%
University of Winnipeg (169)	63.7	6.4	0.8	8.9	8.1	4.0	2.4	5.6	18.5
Brandon University (58)	7.3	17.1	4.9	9.8	2.4	34.1	14.6	9.7	6.9
St. Boniface College (4)	-	50.0	-	-	-	-	-	50.0	1.9
Red River C.C. (159)	37.3	7.6	0.8	14.4	6.8	16.1	14.4	2.5	19.5
Assiniboine C.C. (70)	11.4	13.6	2.3	6.8	9.1	9.1	43.2	4.5	6.8
Keewatin C.C. (7)	-	33.3	-	-	16.7	16.7	16.7	16.7	0.8
Other Institutions in Manitoba (37)	28.1	-	-	28.1	15.6	15.6	12.5	-	7.6
Other Institutions Outside Manitoba (146)	53.4	7.8	1.0	7.8	2.9	10.7	2.9	13.6	16.7

TABLE 48

Influence of People on Student's Post-Secondary Decision by Geocode Region

Geocode Region	Friends	Parents	Other Relatives	High School Teacher	Counsellor	College or University Student	College or University Representative	Religious Leader	Employer Met
Winnipeg	14.7%	43.9%	9.3%	9.0%	7.7%	11.5%	4.0%	2.3%	9.2%
Southeast	13.0	38.7	8.2	8.2	4.8	11.9	2.5	2.4	8.3
North Central	20.0	26.7	6.7	3.3	3.3	16.7	-	-	13.4
South Central	23.4	38.8	10.7	3.7	1.6	12.5	3.8	5.9	8.0
Interlake	16.5	44.6	14.0	9.1	3.3	12.4	3.4	1.7	13.3
Southwest	14.5	39.9	8.0	6.3	8.0	9.3	4.1	3.4	9.3
Parklands	11.4	39.3	16.1	9.1	11.3	13.7	1.8	3.2	2.4
North	7.6	37.7	8.8	7.8	10.8	8.3	5.7	-	7.6
Province	14.7	41.1	10.4	7.9	6.8	11.9	3.4	2.5	10.8

TABLE 49

Influence of High School Activities on Students' Post-Secondary Decision by Geocode Region

Geocode Region	Participation in Activities (eg. Debates, Drama)	Prepared for Immediate Employment	Well prepared for continuing Education	Contact With Institutional Representatives	Someone's Personal Interest	Counselling Service	Assistance in finding Employment	Education Information
Winnipeg	9.8%	15.6%	37.9%	7.0%	15.6%	6.2%	4.9%	18.0%
Southeast	12.9	21.2	27.7	4.2	10.6	1.8	5.9	10.2
North Central	3.3	10.0	10.0	10.0	3.6	3.3	3.0	23.3
South Central	15.4	12.8	24.0	5.3	10.6	0.8	6.6	12.8
Interlake	11.5	13.3	28.9	6.5	13.2	2.0	3.4	22.4
Southwest	9.8	9.9	24.9	4.6	11.0	2.9	3.6	16.2
Parklands	8.4	22.6	23.2	6.6	12.5	4.8	9.0	20.1
North	8.6	8.6	16.2	4.4	11.9	9.9	2.4	14.3
Province	10.8	15.5	30.0	6.1	13.2	4.3	5.1	16.9

NOTE: Only those indicating a significant influence are shown.

TABLE 50

Influence of Circumstances on Students' Post-Secondary Decision by Geocode Region

Geocode Region	Economic Conditions	Employment Opportunities	Athletic Program	Social Life	Life Style	Live by Self	Institution Reputation	Religious Relationship
Winnipeg	17.4%	22.6%	12.9%	16.7%	18.6%	14.4%	17.9%	3.1%
Southeast	11.0	18.7	12.2	21.3	11.5	19.7	16.2	6.2
North Central	13.3	13.7	10.0	23.3	17.8	23.3	23.4	-
South Central	11.2	20.7	12.2	23.4	16.4	23.4	19.1	16.5
Interlake	14.9	20.6	7.4	17.0	21.9	25.6	23.5	0.8
Southwest	15.7	18.4	9.2	19.1	21.5	17.5	11.6	3.0
Parklands	17.8	23.8	8.4	18.4	14.2	20.4	19.1	4.9
North	9.7	26.9	7.6	13.2	17.6	8.9	13.2	-
Province	15.2	21.7	11.0	18.4	17.7	17.8	17.6	4.3

7.6 Level of Education

7.6.1 Father's Level of Education

The regions with the largest proportion of fathers who had not completed high school education were the Southeast, the South Central, Parklands and the North (78% to 84%), whereas Winnipeg had the highest percentage with a university degree or higher education.

TABLE 51

Father's Level of Education by Geocode Region

Geocode Region	Gr. VIII or less	Some High School	High School Graduate	Technical/ Vocational School	Some College or University	University Degree or Other
Winnipeg	25.4%	25.0%	15.1%	6.5%	6.5%	20.3%
Southeast	55.7	28.1	3.6	1.2	4.2	7.1
North Central	35.7	25.0	3.6	7.1	17.6	7.1
South Central	53.0	23.5	6.6	3.8	1.6	11.4
Interlake	39.2	38.3	10.8	5.0	1.7	5.0
Southwest	34.3	32.0	14.5	4.1	7.0	10.9
Parklands	48.8	34.9	6.0	3.0	1.8	5.5
North	34.8	33.7	16.9	4.5	3.4	6.6
Province	36.5	29.1	11.5	5.2	7.3	13.2

7.6.2 Mother's Level of Education

The percentage distribution of mother's level of education by geocode region (Table 52) is similar in all regions.

TABLE 52

Mother's Level of Education by Geocode Region

Geocode Region	Gr. VIII or less	Some High School	High School Graduate	Technical/ Vocational School	Some College or University	University Degree or Other
Winnipeg	17.0%	30.3%	23.3%	5.1%	8.6%	15.3%
Southeast	43.1	36.5	6.6	4.8	4.2	4.8
North Central	25.0	35.7	14.3	7.1	7.1	10.7
South Central	33.5	31.4	10.8	7.0	10.3	7.0
Interlake	19.8	43.0	14.9	7.4	6.6	8.2
Southwest	15.1	37.1	19.2	7.6	5.9	15.1
Parklands	28.1	43.0	12.0	4.3	5.5	7.3
North	17.6	34.1	20.9	8.8	7.7	11.0
Province	22.0	35.1	17.8	6.1	7.5	11.5

7.6.3 Students' Expected Level of Education

All the regions had a similar distribution of students regarding the highest level of education they expected to complete (Table 53). It can be seen, upon closer examination, that the Parklands, Southwest and the North had a slightly higher percentage of students who expected to finish technical/vocational school (cf. 7.6% for the provincial total). Among students who planned to have some college or university education, the North Central region's 43% was considerably higher than the provincial total of 21%. Winnipeg had the highest percentage of students who expected to complete a university degree or higher education.

TABLE 53

Highest Level of Education Student Expects to Complete by Geocode Region

Geocode Region	Some High School	High School Graduate	Technical/ Vocational School	Some College or University	University Degree or Other
Winnipeg	1.2%	10.1%	5.8%	16.1%	66.8%
Southeast	2.5	19.5	7.2	25.4	45.4
North Central	7.1	-	3.6	42.9	46.4
South Central	2.2	19.9	8.0	23.1	46.8
Interlake	1.7	16.5	7.4	19.8	54.5
Southwest	1.3	13.4	9.9	22.5	51.5
Parklands	0.6	19.6	10.1	29.2	40.5
North	2.2	16.5	12.1	25.2	44.0
Province	1.6	13.9	7.6	21.4	53.6

7.7 Academic Standing

The distribution of students by this year's academic standing are very similar in all the geocode regions. The only exception seems to be the North where the percentage of students with B or better standing was lower than the provincial total, but the proportion with a C+ or C average was higher than the provincial total (Table 54).

TABLE 54

This Year's Academic Standing by Geocode Region

Geocode Region	Academic Standing A 80-100	B+ 75-79	B 70-74	C+ 65-69	C 60-64	D 50-59	E less than 50
Winnipeg	18.9%	19.2%	30.1%	19.7%	8.1%	3.6%	0.3%
Southeast	11.8	17.6	30.6	21.8	13.5	4.7	-
North Central	10.7	28.6	28.6	17.9	10.7	3.6	-
South Central	19.5	19.5	27.6	18.9	10.3	3.8	0.5
Interlake	11.0	22.9	31.3	17.8	14.4	2.5	-
Southwest	12.8	20.9	31.9	20.3	9.3	4.1	0.6
Parklands	20.5	17.5	27.1	16.3	15.1	3.0	0.6
North	8.6	18.3	17.2	33.3	15.1	7.5	-
Province	16.5	19.4	29.3	20.2	10.4	3.8	0.3

7.8 Family Income by Geocode

Table 55 shows that Winnipeg had the largest proportion of students with a parental income of $20,000 and up (31.4%), followed by the Southwest region (27.7%). The provincial total was 24.3%.

TABLE 55

Family Income by Geocode Region

Geocode Region	Under 4,000	4,000-5,999	6,000-7,999	8,000-9,999	10,000-11,999	12,000-13,999	14,000-15,999	16,000-19,999	20,000 and up
Winnipeg	2.3%	3.6%	4.9%	6.4%	12.9%	10.6%	14.7%	13.2%	31.4%
Southeast	6.1	7.4	6.1	10.1	16.9	12.2	11.5	11.5	14.2
North Central	14.3	4.8	4.8	19.0	4.8	14.3	9.5	9.5	19.0
South Central	0.6	4.4	6.3	8.2	17.0	15.7	13.8	11.3	22.6
Interlake	5.4	0.9	4.5	12.7	14.5	8.2	25.5	11.8	16.4
Southwest	5.2	4.5	5.2	8.4	11.0	15.5	9.7	12.9	27.7
Parklands	9.6	9.0	5.5	11.7	21.4	13.1	10.3	8.3	11.0
North	-	4.5	6.0	1.5	16.4	17.9	16.4	14.9	22.4
Province	4.1	4.5	5.3	8.4	14.3	12.5	14.0	12.3	24.3

7.9 Financing of Post-Secondary Education

7.9.1 Major Sources of Finance

Students in all geocode regions indicated similar major sources of finance for the first year of post-secondary education. The more important sources were summer employment, personal savings, government student aid and parental financial assistance (Table 56).

7.9.2 Awareness of Student Aid

Table 57 summarizes the students' awareness of the Manitoba Student Aid program. The majority of students (58% to 68%) in all geocode regions indicated that they knew " a few things about the program". The proportion stating that they knew nothing about student aid ranged from 26% in the Southeast region to 36% in Winnipeg. With the exception of the Southeast, less than 10% of the students in all regions professed a good understanding of the program.

7.9.3 Certainty of Financing

The South Central, Parklands and Southeast regions had the highest percentage of students indicating that they were "not certain at all" about financing the first year of post-secondary education. The same regions had the lowest percentage of students who were very certain that they could finance continuing education. The regions with the highest percentage of "very certain" students were the Interlake, Winnipeg and the North (Table 58).

TABLE 56

Major Sources of Financing First Year of Post-Secondary Education by Geocode Region

Geocode Region	Personal Savings	Parental Aid - Room and Board	Parental Aid - Money	Government Student Aid	Other Scholarships	Summer Employment	Part-Time Job	Full-Time Job	Spouse Working	Other Financial Aid
Winnipeg	34.2%	44.7%	16.0%	18.3%	11.4%	52.0%	25.4%	7.4%	4.2%	7.7%
Southeast	27.1	24.8	15.5	24.9	17.1	45.4	16.3	7.0	2.4	9.4
North Central	34.6	12.5	24.0	15.4	19.2	46.2	30.8	4.0	3.8	19.0
South Central	24.4	24.8	16.4	24.8	9.8	40.3	17.3	12.0	4.5	17.6
Interlake	26.6	25.5	16.0	33.0	9.6	44.7	18.1	12.0	3.2	9.3
Southwest	29.0	24.6	16.0	24.3	11.2	43.4	24.3	5.7	3.6	8.8
Parklands	18.4	14.3	21.1	41.1	13.2	40.8	16.8	8.1	4.9	10.3
North	28.8	15.4	10.6	30.3	19.7	45.6	19.7	4.6	1.5	15.6
Province	29.3	31.9	16.6	25.4	12.5	47.2	22.1	7.9	3.9	9.8

TABLE 57

Awareness of Student Aid by Geocode Region

Geocode Region	I have a good understanding of the program	I know a few things about the program	I know nothing about it
Winnipeg	6.4%	57.6%	36.0%
Southeast	13.1	60.8	26.1
North Central	6.7	56.7	36.7
South Central	2.7	66.7	30.6
Interlake	4.1	63.6	32.2
Southwest	2.1	67.5	30.5
Parklands	8.9	62.5	28.6
North	6.7	57.8	35.6
Province	6.3	61.1	32.6

7.9.4 Degree of Need for Financial Aid

The regions with the largest proportion of students who indicated that they could finance continuing education without Manitoba Student Aid were Winnipeg, the Southwest, North Central and the Interlake. On the other hand, the Parklands, South Central and Southeast regions had the largest proportion (19.5% to 26.1%) of students stating that they could not make it without student aid (Table 59).

TABLE 58

Certainty of Financing First Year of Post-Secondary Education by Geocode Region

Geocode Region	Very Certain	Certain	Somewhat Certain	Not Certain At All
Winnipeg	39.9%	36.0%	19.1%	5.0%
Southeast	21.1	33.6	32.0	13.3
North Central	25.9	44.4	25.9	3.8
South Central	20.7	29.6	31.1	18.6
Interlake	44.8	27.1	20.2	7.9
Southwest	25.3	38.4	26.0	10.3
Parklands	19.7	33.9	32.3	14.1
North	35.7	25.7	32.9	6.7
Province	32.3	34.3	24.6	8.8

7.9.5 Intention to Apply for Student Aid

Winnipeg and the North Central were the only regions where the percentage of students intending to apply for Manitoba Student Aid was lower than the provincial total of 70.6% (Table 60).

TABLE 59

Degree of Need for Financial Aid by Geocode Region

(N=1261)

Geocode Region	Could make it without Manitoba Student Aid	Do Not Know	Could not make it without Manitoba Student Aid
Winnipeg	56.6%	29.3%	14.1%
Southeast	33.1	47.4	19.5
North Central	48.1	48.1	3.8
South Central	39.0	37.5	23.5
Interlake	48.4	35.8	15.8
Southwest	51.0	30.9	18.1
Parklands	27.7	46.2	26.1
North	41.1	39.7	19.2
Province	47.4	35.4	17.2

TABLE 60

Intention to Apply for Manitoba Student Aid
by Geocode Region

Geocode Region	Yes	No
Winnipeg	61.3%	38.7%
Southeast	80.5	18.5
North Central	66.7	33.3
South Central	78.3	21.7
Interlake	75.5	24.5
Southwest	68.2	31.8
Parklands	87.6	12.4
North	79.2	20.8
Province	70.6	29.4

APPENDICES

APPENDIX A

HIGH SCHOOLS SURVEYED IN THE 1976-77 PDEM-II STUDY

School Division	High School
Winnipeg #1	Churchill
	Gordon Bell
	Grant Park
	Sisler
	Daniel McIntyre
	St. John's
	Tech. Voc.
	Kelvin
St. James-Assiniboine - #2	St. James Collegiate
Assiniboia South - #3	Tuxedo
	Charleswood
St. Boniface - #4	Windsor Park
Fort Garry - #5	Fort Richmond
St. Vital - #6	Dakota
Norwood #8	Nelson McIntyre
River East - #9	Kildonan East
Seven Oaks - #10	Garden City
Lord Selkirk - #11	Lord Selkirk Reg.
Transcona-Springfield - #12	Transcona
Private	St. Mary's Academy
	St. Paul's High
	St. John's Ravenscourt
Agassi - #13	Beausejour

School Division	High School
Seine River - #14	St. Norbert
Hanover - #15	Steinback Reg.
Boundary - #16	Shevchenko
Red River - #17	St. Jean
Rhineland - #18	W.C. Miller
Morris/MacDonald - #19	Morris Coll.
Interlake - #21	Stonewall
Evergreen - #22	Gimli Composite
Lakeshore - #23	Ashern
Portage la Prairie - #24	Portage Coll.
	Arthur Meighen
Midland - #25	Carman Coll.
Garden Valley - #26	Garden Valley Coll.
Pembina Valley - #27	Nellie McClung
Turtle River - #32	McCreary
Dauphin/Ocre - #33	Dauphin Reg.
Duck Mountain - #34	Winnipegosis
Swan Valley - #35	Swan Valley Reg.
Intermountain - #36	Roblin
Birdtail River - #37	Birtle Coll.
Rolling River - #39	Minnedosa
Brandon - #40	Crocus Plains
	Vincent Massey
	Neelin
Fort la Bosse - #41	Virden Coll.

School Division	High School
Turtle Mountain - #44	Killarney
Kelsey - #45	Margaret Barbour
Flin Flon - #46	Hapnot Secondary
Frontier - #48	Frontier Coll. (Cranberry Portage)
Remote	R.D. Parker (Thompson)

Regional Summary

	Total Projected Number of Interviews			
	XII	XI	X	Total
Winnipeg (includes Private)	850	430	430	1710
Southeast	190	100	100	390
South Central	180	40	40	260
Interlake	120	70	70	260
North Central	70	40	40	150
Parklands	200	150	150	500
Southwest	250	200	200	650
North	150	40	40	230

APPENDIX B

GRADE XII SURVEY QUESTIONNAIRE

Please enter the number by your name on the attendance list which will be circulated in this session here . . . ☐☐☐ ☐ ☐☐☐ 1- 7

Some questions refer to POST-SECONDARY EDUCATION: these are schools attended after high school, such as community colleges, universities, vocational schools, or other forms of training.

1. Let's start with your plans for next year (1977-78). Would you first read the list of alternatives given below. If there are any other major alternatives you may have would you please indicate them at items k and l.

   Now we know that it is sometimes difficult to be absolutely certain of your plans. However, please select the percentage that best describes the chances that you will do each of the following alternatives. Put one mark in the appropriate space on each line.

	No Chance	20% Chance	40% Chance	60% Chance	80% Chance	100% Chance
e.g. Go to Timbuktu	✓					
a. Get married						
b. Continue in high school						
c. Get a part-time job						
d. Get a full-time permanent job						
e. Go to Community College						
f. Go to University						
g. Go to a post-secondary institution other than University or Community College (e.g. Nursing) Please specify _____						
h. Get job training (e.g. apprenticeship) Please specify _____						
i. Travel extensively						
j. Do volunteer work						
OTHER POSSIBILITIES:						
k. _____						
l. _____						

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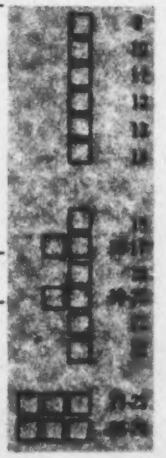

If there is some chance (i.e. 20% or greater chance) that you will go to university or community college next year (1977-78) go to question 4 on page 2. If there is no chance (0% chance) that you will go to university or community college next year (1977-78) continue with question 2 below.

2. Is there a realistic possibility that you may take some form of continuing education within the next five years?
   Please write the number (1 or 2) representing your answer here ..... ☐ 29

   1) Yes
   2) No

If NO, skip to question 8 on page 3. If YES, what is the likelihood of taking this further education?

b. Please write the number (1,2,3, etc.) representing your answer here ..... ☐ 30

   1) 20% chance
   2) 40% chance
   3) 60% chance
   4) 80% chance
   5) 100% chance

3. Why are you choosing to delay going on to further education directly after high school? ☐☐ 31-32

_____

_____

_____

_____

4. When in the next five years do you think you might enrol for the **FIRST** time in a Community College or University?

Please write the number (1,2,3, etc.) representing your answer here ..... ☐ 33

1) Sept. 1977 (next fall)
2) Jan./Feb. 1978
3) Sept. 1978
4) 1979
5) 1980
6) 1981
7) 1982

5. Would you prefer your major language of instruction to be
Please enter your answer number here ..... ☐ 34

1) English
2) French
3) Both

6. When you enrol do you plan to attend

Please write the number (1,2, etc.) representing your answer here ..... ☐ 35

1) Full-time
2) Part-time during day
3) Part-time during evening and Saturday
4) Don't know

7. At the end of the questionnaire is a list of colleges and universities, as well as programs (e.g. course of study such as nursing, engineering, etc.) offered by them. Please look at this list and use it to help you answer this question.

Please answer the following questions in the chart below:

WHICH college, university, or other institution have you chosen as your first choice? second choice? third choice? (if no second or third choice write in "none")

ALSO please indicate the likelihood of your actually attending each.

WOULD you also indicate the program of studies (e.g. nursing, engineering, etc.) you are likely to choose, and the likelihood of each of these.

PLEASE WORK ACROSS

		LIKELIHOOD OF CHOOSING IT						
		0%	20%	40%	60%	80%	100%	
WRITE IN first choice INSTITUTION name	Overshoe U.					✓		
PROGRAM(S):								
1st choice	Arts					✓		
2nd choice	Geology			✓				
3rd choice	None							
WRITE IN first choice INSTITUTION name								☐☐ 36-37
PROGRAM(S):								
1st choice								☐☐☐ 38-40
2nd choice								☐☐☐ 41-43
3rd choice								☐☐☐ 44-46
WRITE IN second choice INSTITUTION name								☐☐ 47-48
PROGRAM(S):								
1st choice								☐☐☐ 49-51
2nd choice								☐☐☐ 52-54
3rd choice								☐☐☐ 55-57
WRITE IN third choice INSTITUTION name								☐☐ 58-59
PROGRAM(S):								
1st choice								☐☐☐ 60-62
2nd choice								☐☐☐ 63-65
3rd choice								☐☐☐ 66-68

8. a. Are you aware of the Manitoba Student Aid program of bursaries and student loans?

Please write the number (1,2 or 3) representing your answer here ..... ☐ 69

1) I have a good understanding of the program
2) I know a few things about the program
3) I know nothing about it

b. How did you first learn of the program?

Please write the number (1,2,3,etc.) here ..... ☐ 70

1) From another student
2) From the school counsellor
3) From a teacher-advisor
4) From another teacher
5) From my family
6) From a pamphlet
7) From a university or college representative
8) I haven't heard about it
9) Other (please specify) _____

c. Do you think you are eligible for assistance from this program?

Please enter answer number here ..... ☐ 73

1) Yes
2) No
3) Don't know

d. The maximum assistance available per year from Manitoba Student Aid for post-secondary study is:

Please enter answer number (1,2,3 etc.) for both Bursary and Canada Student Loan in the appropriate boxes below

1) $ 400
2) $ 700
3) $1000
4) $1400
5) $1800
6) $2200
7) I don't know

Bursary ..... ☐ 74

Canada Student Loan ..... ☐ 75

e. Do you wish to receive more information on the Manitoba Student Aid Program?

Please enter answer here ..... ☐ 76

1) Yes, I definitely want to receive more information about the Manitoba Student Aid Program
2) Yes, I do not mind receiving more information about the Manitoba Student Aid Program
3) No, I am not interested in the Manitoba Student Aid Program

If you plan to go on to Post-Secondary Education in the next five years continue on to question number 9. If you do not plan to continue on to Post-Secondary Education in the next five years skip to question number 13.

9. Finances are usually a factor when one makes plans for taking education beyond high school. The Manitoba Student Aid program is designed to assist those with real need. People have different degrees of need for this help. Please complete this sentence:

Select your answers from the list below which best represents your situation, and place the number (1,2, etc.) here ..... ☐ 77

With all the financial resources available to me . . .

1) I definitely could make it without Manitoba Student Aid
2) I probably could make it through without Manitoba Student Aid
3) I do not know whether I could make it through or not without Manitoba Student Aid
4) I probably could not make it through without Manitoba Student Aid
5) I definitely could not make it through without Manitoba Student Aid

10. Do you intend to apply for Manitoba Student Aid if you go to university or community college?

Please enter answer number here ..... ☐ 78

1) Yes, I will definitely apply
2) Yes, I will probably apply
3) No, I will not apply

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11. Remember that this survey is strictly confidential. We will combine your answers with all others in order that you, and your family, will not be identified.

This question asks you how you plan to finance your education. You may obtain finances from major, or minor sources.

From each of the items in the list below please write in the boxes the number (1,2, or 3) indicating whether it is major, minor, or not a source.

1) A major source is an essential source. i.e. without it you would not be able to attend.
2) A minor source is not an essential source BUT it helps the major source(s). i.e. without it you would find it somewhat difficult to attend.
3) Not a source: meaning here is obvious.

Please answer for each item in this box

a. i) Personal savings (not including next summer's employment) ☐ 9

ii) Parental or other Family aid

aa) Room and board at home ☐ 10

ab) Other monetary aid from relatives or friends ☐ 11

iii) Government student aid (bursaries, student loans) ☐ 12

iv) Other scholarships, grants ☐ 13

v) Summer employment ☐ 14

vi) Part-time job during academic year ☐ 15

vii) Full-time job while attending post-secondary institution ☐ 16

viii) Husband or wife working ☐ 17

ix) Other financial aid sources (please specify below) ☐ 18

_____

b. Please estimate the amount you expect to receive from each source listed below.

Please write the number (1,2,3, etc.) chosen from the list below in the boxes.

1) $100 or less
2) $101 to $400
3) $401 to $700
4) $701 or more
5) Question does not apply to me

i) Personal savings ☐ 21

ii) Parental or other Family aid

aa) Room and board at home (amount you would pay) ☐ 22

ab) Other monetary aid from relatives or friends ☐ 23

iii) Government student aid (bursaries and student loans) ☐ 24

iv) Other scholarships, grants ☐ 25

v) Summer employment ☐ 26

vi) Part-time job during academic year ☐ 27

vii) Full-time job during academic year ☐ 28

viii) Husband or wife working ☐ 29

ix) Other financial aid sources (please specify below) ☐ 30

_____

12. Considering all the financial sources you checked in the previous question, how certain are you that your first idea of continuing education will be able to be financed?

Please write the number (1,2,3 or 4) representing your answer here ☐ 33

1) Very certain
2) Certain
3) Somewhat certain
4) Not certain at all

Comments _____

_____

_____

13. In PLANNING FOR THE FUTURE, whether these plans relate to going on to further education, or getting a job, we all experience different INFLUENCES which affect our plans. Please look at the list below and indicate how much influence EACH has had on your planning. There is no best answer here; we just want to know which factors have been significant for YOU.

USE THE FOLLOWING SCALE:

No influence						Very strong influence
___	___	___	___	___	___	___

For example:
Donald Duck will not likely have been an influence; therefore you would put a check in the space on the far left indicating No influence on your future plans.

	No influence						Very strong influence
e.g. Donald Duck	✓	___	___	___	___	___	___

A. INFLUENCE OF PEOPLE ON MY PLANNING

Friends	___	___	___	___	___	___	___
Parents	___	___	___	___	___	___	___
Other relatives	___	___	___	___	___	___	___
High school teacher	___	___	___	___	___	___	___
Counsellor	___	___	___	___	___	___	___
A College or University student I know	___	___	___	___	___	___	___
College or University Representative	___	___	___	___	___	___	___
Religious Leader	___	___	___	___	___	___	___
Employer(s) I have met	___	___	___	___	___	___	___
Other	___	___	___	___	___	___	___

Please Specify _____

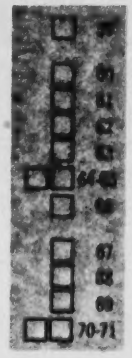
B. INFLUENCES OF HIGH SCHOOL ACTIVITIES ON MY PLANNING

Participation in activities having a future usefulness (e.g. debating teams, bands, drama clubs, student council, etc.)	___	___	___	___	___	___	___
I feel I am prepared with skills for obtaining immediate employment (e.g. typing, shops, etc.)	___	___	___	___	___	___	___
I feel I am well-prepared for continuing education	___	___	___	___	___	___	___
Personal contact with representatives of institutions of higher education	___	___	___	___	___	___	___
Someone expressed personal interest in my plans while I was in high school	___	___	___	___	___	___	___
Counselling service	___	___	___	___	___	___	___
Someone assisted me in finding employment after high school	___	___	___	___	___	___	___
Information about opportunities for continuing training and education	___	___	___	___	___	___	___
Other	___	___	___	___	___	___	___

Please specify _____

C. INFLUENCES OF CIRCUMSTANCES ON MY PLANNING

Present state of employment/un-employment in the economy	___	___	___	___	___	___	___
Knowledge of areas of good employ-ment opportunity	___	___	___	___	___	___	___
Athletic or recreational programme	___	___	___	___	___	___	___
Social life	___	___	___	___	___	___	___
New life style desired	___	___	___	___	___	___	___
Specify _____							
Opportunity to live away from home	___	___	___	___	___	___	___
Reputation of the institution or organization I have chosen	___	___	___	___	___	___	___
Religious relationship	___	___	___	___	___	___	___
Other	___	___	___	___	___	___	___
Specify _____							



14. Do you think that education beyond high school is:

PLEASE CHECK ONE SPACE IN EACH SECTION:

i) NOT necessary to get a good permanent job ____ ____ ____ ____ ____ ____ ____ ABSOLUTELY necessary to get a good permanent job

ii) NOT important for the sake of learning itself and achieving self fulfillment ____ ____ ____ ____ ____ ____ ____ EXTREMELY important for the sake of learning itself and achieving self fulfillment

15. How would you describe (with regard to post-secondary education) the educational, career and financial assistance counselling you have received in your high school career?

Select your answers from the list below and place the number (1,2,3, etc.) in the boxes below.

1) Very adequate
2) Adequate
3) Very inadequate
4) I never asked for any counselling
5) Not aware of this service in my school
6) This service is not available in my school

Place answer for each item in this box

Type of Counselling

EDUCATIONAL COUNSELLING CONCERNING POST-SECONDARY EDUCATION ..... ☐ 74

FINANCIAL ASSISTANCE COUNSELLING CONCERNING POST-SECONDARY EDUCATION ..... ☐ 75

CAREER COUNSELLING CONCERNING POST-SECONDARY EDUCATION ..... ☐ 76

For office use only Level 3

16. The secondary (high school) education system has a number of important "purposes" and "objectives", some of which are listed below:

1) to provide students with a general, well-rounded education
2) to prepare students for future careers and employment
3) to assist young people in becoming mature and responsible adults
4) to prepare students for post-secondary education
5) to teach students necessary basic skills and factual knowledge
6) to help students identify and develop their own personal interests, aptitudes and talents
7) to assist students in better understanding society and society's institutions, history, values and expectations

Which of the above educational purposes or objectives is:

a) of most importance to you personally ..... ☐ 9
b) of second most importance to you ..... ☐ 10
c) of third most importance to you ..... ☐ 11
d) of least importance to you personally ..... ☐ 12
e) of second least importance to you ..... ☐ 13

In your opinion, which of the above purposes or objectives:

f) is presently the main priority of the school system ..... ☐ 14
g) is presently the second most important priority of the school system ..... ☐ 15
h) is the school system's least priority ..... ☐ 16
i) at present is most adequately being met by high schools ..... ☐ 17
j) at present is least adequately being met by high schools ..... ☐ 18

17. On the average during the current school year, how many hours per week do you work in a paid job? (Do not include work done during summer and Christmas holidays, just part-time work.) Please put the number representing your answer (1,2,3, etc.) in the box here ..... ☐ 19

1) none
2) less than 4 hours
3) 4 - 8 hours per week
4) 9 - 16 hours per week
5) more than 16 hours per week

18. a. From the choices below which option best describes the community in which you now live? Please put the number representing your answer (1,2,3, etc.) in the box here ..... ☐ 20

b. From the same list of choices which option do you think best describes the community in which you will be living 10 years from now? Please put the number representing your answer (1,2,3, etc.) in the box here ..... ☐ 21

1) in Winnipeg
2) in a medium-size city in Manitoba (e.g. Brandon, Portage la Prairie)
3) in a community of less than 10,000 in Manitoba (e.g. Souris, Steinbach)
4) on a farm in Manitoba
5) in northern Manitoba
6) outside Manitoba, but in Canada
7) outside Canada

19. Please indicate your approximate over-all academic average for this year and last year. Please write the number (1,2,3, etc.) representing your answers in the appropriate boxes.

1) A = 80 - 100%
2) B+ = 75-79%
3) B = 70-74%
4) C+ = 65 - 69%
5) C = 60 - 64%
6) D = 50 - 59%
7) E = less than 50%

Place answer for each item in this box

Thus far this year ..... ☐ 22

Last year ..... ☐ 23

20. How old are you? (Enter answer here) ..... ☐☐ 24-25

21. How many brothers and sisters have you? (Enter 00,01,02, etc.) here ..... ☐☐ 26-27

22. Your sex?
Please enter answer number here ..... ☐ 28

1) male
2) female

23. From the list at the left please enter in the boxes the highest level of education attained by your father and mother.

1) Grade eight or less
2) Some high school
3) High school graduate
4) Technical or vocational school above high school level
5) Some college or university
6) College or University Degree
7) Post secondary degree (Masters or a doctorate or equivalent)
8) Other
Specify _____

FATHER'S HIGHEST LEVEL OF EDUCATION ..... ☐ 29

MOTHER'S HIGHEST LEVEL OF EDUCATION ..... ☐ 30

HIGHEST LEVEL YOU EXPECT TO COMPLETE IN YOUR LIFE ..... ☐ 31

24. Remember that this survey is confidential, and neither your family, nor you yourself will be identified. JUST FOR CLASSIFICATION PURPOSES, would you CIRCLE THE LETTER (N, O, Q, etc.) that is your best estimate of your total parental (both parents) annual income.

N - under $4,000
O - $4,000 - 5,999
P - $6,000 - 7,999
Q - $8,000 - 9,999
R - $10,000 - 11,999
S - $12,000 - 13,999
T - $14,000 - 15,999
U - $16,000 - 19,999
V - $20,000 and up

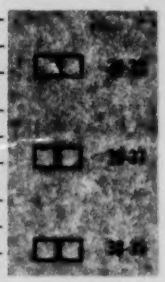
25. Finally, let's summarize:
Your educational plans for next year with respect to post-secondary education could best be classified as:
Please write the number 1,2,3, etc.) representing your answer here ..... ☐ 33

1) undecided
2) going on to post-secondary institution if things work out
3) definitely going on
4) not going on
5) other, Specify _____

What is your main reason for feeling this way? _____

What is your next reason? _____

Any other reasons? _____



INSTITUTIONS AND THEIR PROGRAMS

KEEWATIN COMMUNITY COLLEGE, THE PAS

Two-Year Diploma Courses Requiring Grade 12
Mineral Science Technology

One-Year or Less Certificate Courses

Courses Requiring Grade 12
Mineral Science Technician

Courses Requiring Grade 11
Business, Accountancy, Radio-TV, Surveying, Stenography

Courses Requiring Grade 10
Auto Repair, Carpentry, Clerk-Typist, Cosmetology, Electrical, Heavy Equipment Operators, Licensed Practical Nursing, Public Health Dental Auxiliary, Welding, Camp Cooking.

ASSINIBOINE COMMUNITY COLLEGE, BRANDON

Two-Year Diploma Courses Requiring Grade 12
Business Administration
Technologies — Computer, Electronic, Instrumentation

One-Year or Less Certificate Courses

Courses Requiring Grade 12
Social Services

Courses Requiring Grade 11
Architectural Drafting, Engineering Drafting, Radio-TV Servicing, Stenography, Licenced Practical Nursing.

Courses Requiring Grade 10
Auto Mechanics, Agricultural Mechanics, Building Construction, Bookkeeping, Commercial Art, Cosmetology, Electrical, Heavy Duty Mechanics, Plumbing, Typing, Welding, Auto Body Repair.

RED RIVER COMMUNITY COLLEGE, WINNIPEG

Two-Year Diploma Courses Requiring Grade 12
TECHNOLOGIES: Biochemical, Biological, Building, Chemical, Civil, Computer, Electrical, Electronic, Design and Drafting, Instrumentation, Mechanical, Power Engineering, Production, Structural and Surveying.

Advertising Art, Business Administration, Business Teacher, Child Care, Computer Analyst/Programmer, Creative Communications, Diploma Nursing, Hotel/Restaurant Administration, Industrial Arts, Secretarial Science.

One-Year or Less Certificate Courses

Courses Requiring Grade 12
Library Technician, Medical Laboratory Technology, Medical Radiological Technology, Dental Assisting.

Courses Requiring Grade 11
Accountancy, Aircraft Maintenance, Architectural and Machine Drafting, Domestic and Industrial Electronics, Graphic Arts, Medical Records Technician, Photographic Technician, Stenography, Telecommunications.

Courses Requiring Grade 10
Auto Body, Auto Mechanical Repair, Barbering, Beauty Culture and Hairdressing, Carpentry, Clerical Bookkeeping, Clerk-Typist, Diesel Mechanics, Electrical, Electronic Communication, Food Services, Licensed Practical Nursing, Machine Shop Practice, Major Appliance Service, Plumbing, Power Engineer, Radio Operating, Refrigeration and Air Conditioning, Sheet Metal, Welding.

UNIVERSITY OF MANITOBA

Agriculture
Architecture
Arts
Administrative Studies
Education
Engineering
Home Economics
Pharmacy
Science
Fine Art
Dental Hygiene
Medical Rehabilitation
Music
Nursing
Physical Education
Social Work
Dentistry
Law
Medicine

BRANDON UNIVERSITY

Agriculture
Arts
Education
Science
Music
General Studies

UNIVERSITY OF WINNIPEG

Arts
Education
Science

COLLEGE UNIVERSAIRE DE SAINT-BONIFACE

Collegial
Programme d'un an ou de deux annees:
Secretariat bilingue ou specialites:
medicine, droit et comptabilite
Programmes des langues officielles
Faculte Des Arts Et Des Sciences
B.A. (Latin-Philosophie)
B.A. (Spécialisation En Francais) "Honours"
B.A. (majeure-mineure)
B.Sc. (majeure)
Institut Pedagogique
Certification elémentaire ou secondaire
B.Ed. (elémentaire)
B.Ed. (secondaire)

OTHER INSTITUTIONS WITHIN MANITOBA

Nurses Training in Hospitals
Commercial Colleges
Bible College

OTHER INSTITUTIONS OUTSIDE MANITOBA

Specify the course.